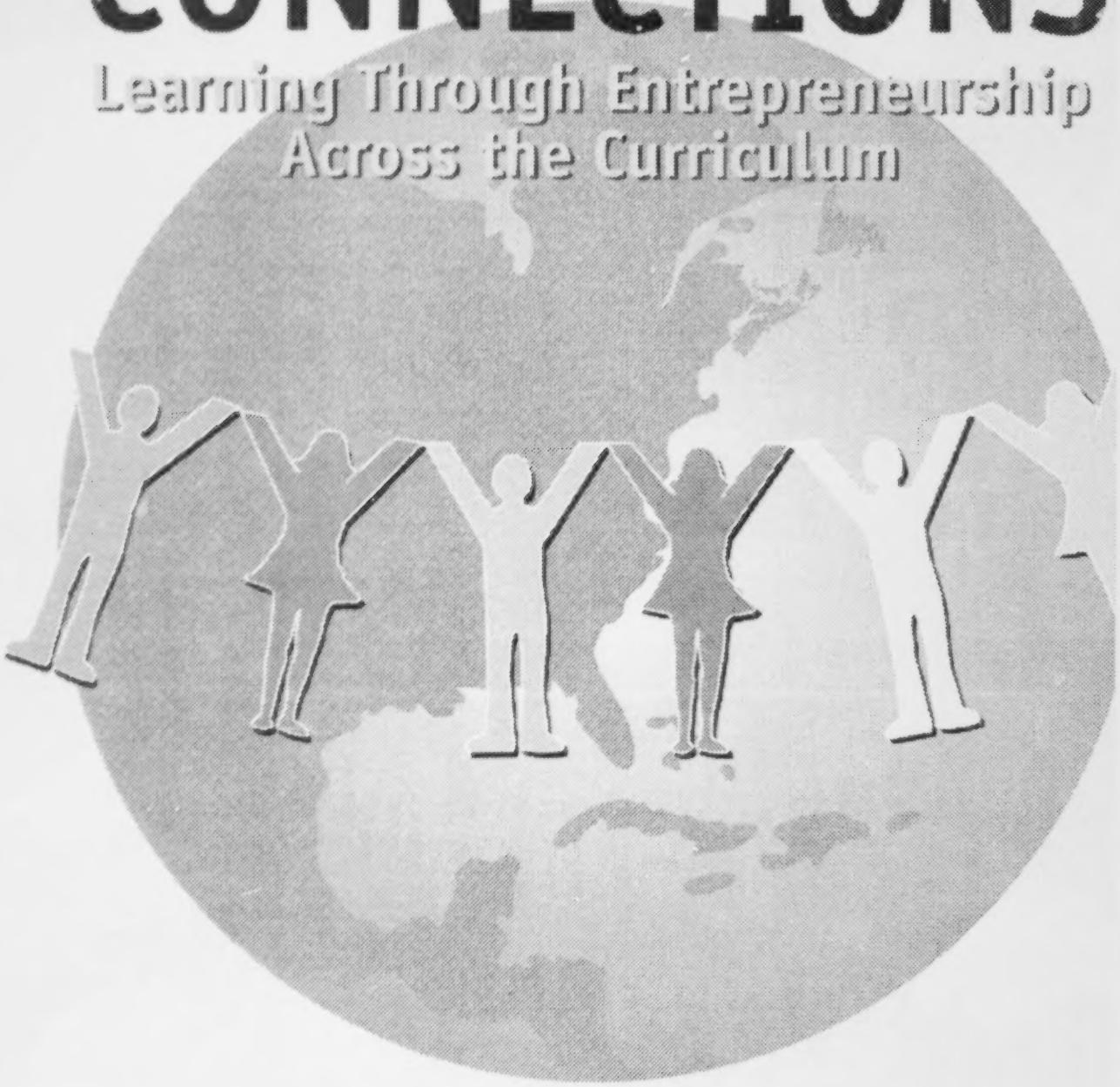
CONNECTIONS

Learning Through Entrepreneurship Across the Curriculum



A Teaching Resource Grades 7–9

103-03276/

CONNECTIONS

Learning through Entrepreneurship across the Curriculum

A Grade 7-9 Teaching Resource

CONNECTIONS

Connections was developed through a partnership project between the Departments of Education of Newfoundland and Labrador, Nova Scotia, and Prince Edward Island under the auspices of the Atlantic Provinces Education Foundation (APEF), and the Atlantic Canada Opportunities Agency (ACOA).

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Mary Jay	Southern Kings Consolidated
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Brenda Matuszewicz	Vernon River Consolidated
Frank McNally	Belle Bay Consolidated
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Enterprise Education

Enterprise education fosters students' growth as independent learners within a supportive learning community. It recognizes that learning outcomes are achieved through student ownership and responsibility. To nurture an enterprising atmosphere within the classroom the following components must be recognized: student ownership, experiential learning, teamwork, review and reflection. Teachers, recognizing the importance of these components, can create a climate which encourages student responsibility and ownership for identifying, planning, completing, and evaluating the learning goals, tasks, and outcomes. Through enterprise education, students continue the journey of becoming lifelong learners.

Enterprise education is a significant component of the learning process. Increasingly people in the business community, community development, education and government are recognizing the need for enterprise. The following are important reasons why young people need to be more enterprising:

- to become more independent and self reliant, active, responsible citizens
- to be able to adapt to, initiate and be more flexible in responding to change

Enterprise education encourages young people to attain the foundation necessary for leading active, productive adult lives in the new knowledge-based economy.

Entrepreneurship Education

Entrepreneurship involves the recognition of opportunities (needs, wants, and problems) and the use of resources to implement creative, innovative ideas which can respond to these opportunities through new, thoughtfully planned ventures. The launching of an entrepreneurial venture, whether for profit or not, requires knowledge of fundamental business components: marketing, operations, accounting, and management.

The term "venture" has been used throughout this resource in the context of recognizing opportunities and the risks involved in actualizing them.

Students will be creating, designing, planning and implementing "ventures" either as simulations or in real life situations. These ventures may be school or community related. While working in a secure, supportive school environment, students will have the opportunity to develop and implement venture plans and at the same time develop numeracy, communication, decision-making, and social skills.

The ventures suggested in this resource can take one of the following forms:

- establishing a volunteer, community or service project
- establishing a business venture
- planning, partnering, and managing an event
- designing, creating, producing, advertising and/or marketing a product or service

Resource Format

Connections has been formatted so that all activities can be quickly and easily utilized by the teacher to achieve identified outcomes. The student activities are not presented in any sequential order and may be appropriate at different grade levels at the discretion of the teacher. The following format is consistent throughout the grade levels:

Challenge

identifies concisely what students will do and achieve through the completion of the activity

Enterprise/Entrepreneurial Links

articulates the specific enterprising and entrepreneurial skills and attributes which will be developed

Curriculum Connections

identifies the related specific curriculum outcomes in English language arts, mathematics, and science curricula developed jointly under the auspices of the APEF

For the purpose of this resource reference to additional curriculum areas has been indicated. Provincially these curriculum areas are as follows:

- art, health, industrial arts, career exploration - Newfoundland and Labrador
- health and family life education - Prince Edward Island
- technology education/industrial arts, career education - Nova Scotia and Prince Edward Island
- media arts - Nova Scotia
- home economics - Newfoundland and Labrador, and Prince Edward Island
- personal development and relationships - Nova Scotia

Procedure

describes the sequence of the learning experience and the sequence of instruction

Possible Extensions

suggest ideas for more intensive and extensive exploration

Review and Reflection

identifies strategies and guiding questions that may assist the teacher in reviewing with the student the learning that has taken place and how learning can be applied to future endeavours

Grade Seven Activities

ME - MOBILE

Teacher's Notes

CHALLENGE (Suggested time: one to two class periods)*

To design and create a mobile which identifies the unique characteristics or qualities of each student.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- become more aware of their own backgrounds, strengths, interests, and talents as well as those of their classmates
- enhance self-esteem and develop their expressive skills, both artistically and verbally
- work cooperatively and attentively with others to gain appreciation for the strengths and talents of others

CURRICULUM CONNECTIONS

Students will

English Language Arts

- demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining and/or summarizing points already made
- begin to experiment with a range of strategies (brainstorming, sketching, freewriting) to extend and explore learning, to reflect on their own and others' ideas
- begin to understand that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements

(Connections can also be made to health, personal development and relationships, and technology education/industrial arts.)

PROCEDURE

Identify the theme for each of the hanging components of the mobile listed below:

- travel, music, sports
- activities you like
- things you value
- a list of some of your accomplishments/achievements
- a favorite person
- a photo or a self portrait

*For the purpose of this resource one class period is 40 to 45 minutes in length.

Teacher's Notes

In groups of two or three students discuss examples of each mobile component.

Encourage the students to think and plan before they begin to create.

Students create their mobiles individually.

Students present their mobiles to the class.

Display as appropriate all the mobiles in a special place in the classroom or school.

Suggested Materials

- ❒ cardboard
- ❒ string
- ❒ coat hanger
- ❒ dowel
- ❒ pipe cleaners
- ❒ markers/paints
- ❒ fishing line
- ❒ glue gun
- ❒ recyclables

Review and Reflection

1. Students respond privately in writing to the following prompt: "One thing I have learned about myself from this activity..."
2. Students respond to the question, "What is the most surprising thing that I have learned about another person?"
3. Students share their writing and/or thoughts if they wish to.
4. Students list personal strengths which would help them become entrepreneurs.
5. In small groups students discuss what they think are the five strongest characteristics of an entrepreneur.
6. As a class compile the information from the small groups for common links.

COUNT ME IN

Teacher's Notes

CHALLENGE (Suggested time: one class period)

To discover the talents and enterprising/entrepreneurial experiences of students.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- demonstrate an appreciation for the enterprising/entrepreneurial attributes of others
- identify opportunities and options for applying enterprising/entrepreneurial knowledge and skills

CURRICULUM CONNECTIONS

Students will

English Language Arts

- know how and when to ask questions that require elaboration and clarification and give appropriate responses when asked for the same information
- follow instructions and respond to questions and directions
- ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions

PROCEDURE

Using the **Count Me In - Find Someone Who Worksheet**, read through the 25 items with the students so that they will know what to look for to complete this activity.

Present the following instructions to the students:

- You have twenty minutes to complete the **Count Me In - Find Someone Who Worksheet.**

- Move around the classroom and introduce yourself to your classmates. You are to find at least one other student who has achieved one of the items listed. Put this student's name in the numbered circle that corresponds to the item. You are to fill in as many of the circles as you can in the allotted time.

- The space at the end of each statement may be used to jot down a key point about the person you have named in the circle. You may use the same person's name twice, but then you have to move on.

Monitor the group, assisting when necessary. You may wish to participate with the class.

Teacher's Notes

Review the activity by asking students to volunteer some of their responses.

At the end of the activity, display the recorded responses.

Possible Extension

Students develop their own "Count Me In" by modifying the items to reflect the community, region or province.

Suggested Materials

- ❒ **Count Me In - Find Someone Who Worksheet**
- ❒ **Count Me In - Find Someone Who Answer Sheet**
- ❒ chart paper
- ❒ overhead or chalkboard
- ❒ markers

Review and Reflection

1. Students brainstorm some enterprising/entrepreneurial skills and attitudes which they have identified by participating in this activity.

2. Pair and share with a partner any accomplishment which the student feels he/she has achieved which utilized any or all of the identified enterprising/entrepreneurial skills and attitudes.

3. Through journal writing students articulate how these skills and attitudes can be applied to their home, school, and community environment.

Count Me In

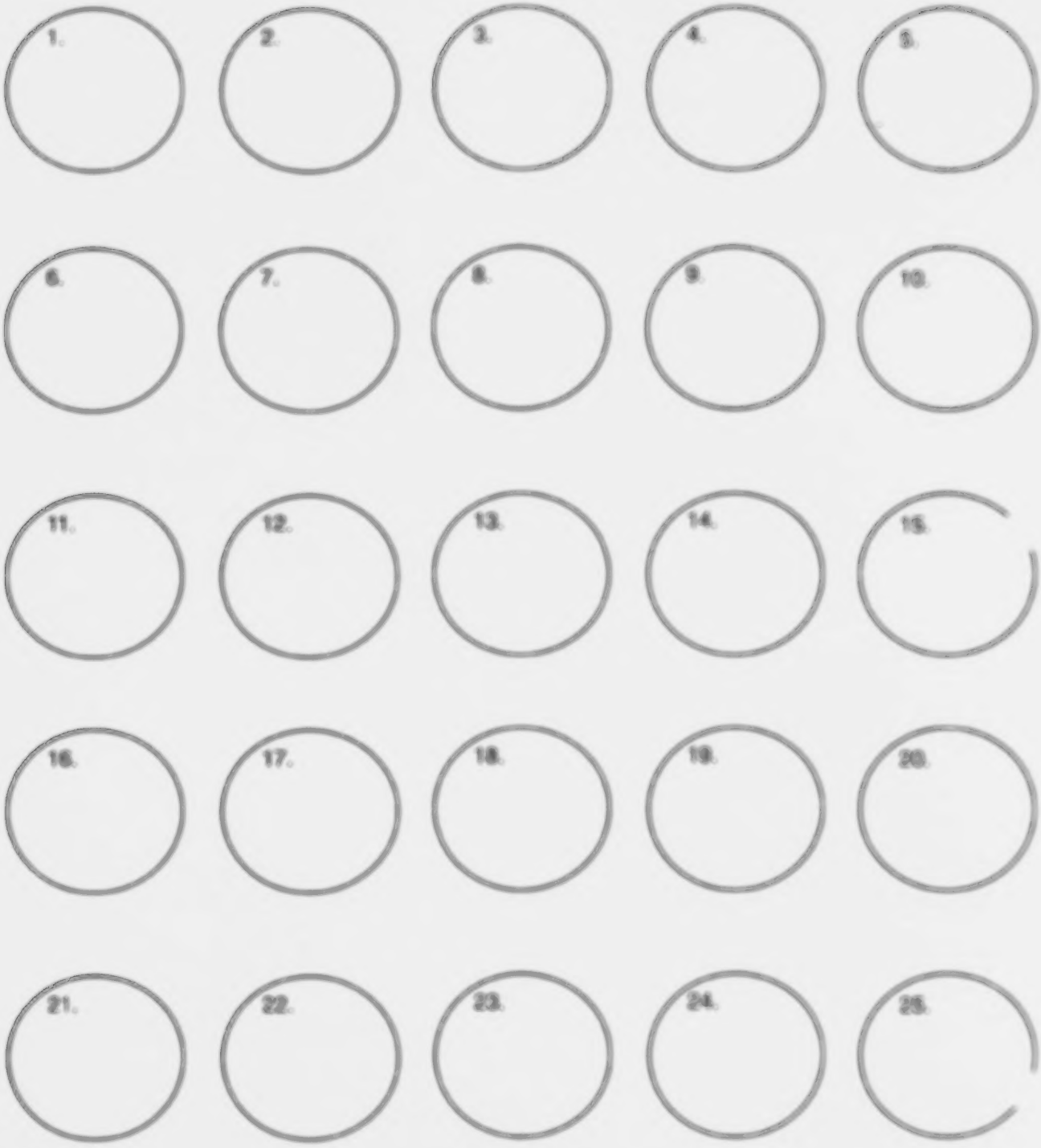
Find Someone Who Worksheet

Find someone who

1. participated in a writing contest
2. made a craft or a gift for sale
3. designed an activity or game or painted a picture
4. performed on stage
5. played an instrument for a social event
6. participated in an art contest
7. visited or provided a service to an elderly person
8. helped manage a team
9. participated in a tour of a manufacturing plant
10. participated in an environmental project
11. enrolled in a babysitting course
12. worked during the summer
13. maintained a newspaper route
14. owned or worked for a business
15. sold a product
16. volunteered on a community project
17. accessed information on the Internet
18. composted, reused, and recycled
19. cared for a pet for a fee
20. organized or planned an intramural sport
21. used a video camera to tape a special event
22. speaks a language other than English or French
23. designed something using technology
24. belonged to a family business
25. provided a shelter for birds and/or animals

Count Me In - Find Someone Who

Answer Sheet



Be My Guest

[redacted]

Challenge (Suggested time: three class periods plus outside interview)

To interview a person who is known and respected for his/her community service.

To generate ideas about the attitudes, skills, and attributes of enterprising/entrepreneurial people.

Enterprise/Entrepreneurial Links

Students will

- *examine and evaluate enterprising skills and attributes applicable to volunteers in your community*
- *discover that enterprising opportunities can also be found in looking beyond one's own immediate experience and interests*
- *practise effective communication skills by listening attentively to others and using appropriate language to communicate ideas*

Curriculum Connections

Students will

English Language Arts

- *recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation*

(Connections can also be made to social studies and career education/career exploration.)

Procedure

Begin the activity with a discussion about the qualities and attributes of enterprising people.

In small groups, have students generate a list of people in their school and/or community who have served their community.

Have each group brainstorm the qualities, attributes, and attitudes that are reflected by these people. One person in the group may be the recorder.

Create a graffiti wall where students can write the qualities, attributes and attitudes that they have identified as reflective of enterprising people in their community. (Cover an area of wall or bulletin board 2m x 3m with paper.) Have one member from each group write the group's ideas on the graffiti wall. Each group should use a different colour marker.

[illegible]

[illegible] students with a partner, identify a person he/she would like to interview. Use the [illegible] Career Interview Sheet and have the student ask questions of their own if they desire.

Discuss with the class proper interview etiquette.

In pairs have students role play an interview situation.

Each pair is responsible for arranging and conducting the interview with their peer. One student can act as the interviewer, the other as the recorder. Students have the option to record in writing or through audio or videotaping.

After completing the interview, students can make a presentation to the class using the information they gathered during the interview process.

After completion of this activity have students provide feedback on ease or their interviewee.

Possible Extensions

Student generate a list of qualities she have enjoyed from the interview and compare/contrast these qualities with those displayed on the public poll.

Students invite one of the people they interviewed to class as a guest speaker. This will help the students validate the ideas they generated in the brainstorming and interview session.

Suggested Materials

- coloured markers
- notebooks
- poster paper
- small tape recorder (optional)
- video recorder (optional)
- [illegible] Career Interview Sheet

Review and Reflection

1. Students discuss the attributes and skills of an enterprising individual in their community.

2. Students discuss ways others they can be enterprising. What are the benefits of being enterprising?

3. Students consider whether they would like to be involved in an enterprising venture. Why or why not?

4. Students in pairs can write reflective comments about the interview. They may record their observations, points of interest from the interview or aspects of the interview that enjoyed or impressed them.

[illegible]

Name: _____

Place of Work: _____

Occupation: _____

1. [illegible]

_____

_____

_____

2. [illegible]

_____

_____

_____

3. [illegible]

_____

_____

_____

4. [illegible]

_____

_____

_____

5. [illegible]

_____

_____

_____

_____ 8

6. How could you define the expression "entrepreneurial spirit"? What do you think it is to be a community service?

7. If you were a cause or charge for fiscal year when you volunteered in a community service, what personal qualities, skills, and attitudes would you include in the application?

8. What are the similarities in the work you do and that of a entrepreneur? What are the differences?

9. If you could change one part of your community service experience, what might that be?

Cereal Package

Teacher's Notes

Challenge (Suggested time: two to three class periods)

To develop an understanding and awareness of the use of advertising and packaging to promote a product.

To design a cereal package which meets design specifications and promotes the product.

Enterprise/Entrepreneurial Links

Students will

- develop and employ cooperative learning skills
- design a package which promotes a product
- examine the importance of advertising in product promotion
- design/produce marketing material

Curriculum Connections

Students will

English Language Arts

- recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors
- begin to understand that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters and advertisements

Mathematics

- identify and use common and appropriate SI units to measure, estimate, and approximate: length, area, volume, capacity, and mass

Science

- work cooperatively with team members to develop and carry out a plan and troubleshoot problems as they arise
- evaluate individual and group processes used in planning, problem solving, decision making, and completing a task

(Connections can also be made to social studies, health, media arts, and technology education/industrial arts.)

Procedure

Selectively assign groups of two or three students.

Invite students to set up a display of various cereal packages.

Teacher's Notes

Have the students independently or with their partners design and construct a cereal package manually or by using computer graphics. First they must decide what type of cereal it will be and then prepare a rough sketch of the package. The package should be attractive, appeal to the market they have chosen, be easy to open, and be easy to read. The package should include the required labeling information for food products in both French and English, as well as Standard Metric Measurements and nutritional information.

Invite students to transfer their design to their own constructed package.

Encourage students to create a jingle and/or slogan which can be used to promote their product.

Possible Extensions

Students develop a cookie package.

Students develop a box of greeting cards.

Students market their product and develop a selling strategy for the item.

Students develop criteria for evaluating the creations and promotional strategies.

Students prepare a school breakfast displaying their creations.

Students tour a packaging factory.

Students discuss factors which contribute to consumer buying habits.

Suggested Materials

- Bristol board
- construction paper
- markers
- glue
- paints

Review and Reflection

1. Students discuss and articulate through journal writing the role of packaging, design and measurement in promotional schemes.

2. Students discuss specific behaviors of group members that may contribute to the successful completion of a project.

Entrance to Enterprise
A Strategy Game

Teacher's Notes

Challenge (Suggested time: two class periods)

To cooperatively solve business related questions by using mathematical skills.

Enterprise/Entrepreneurial Links

Students will

- demonstrate problem solving skills in business related matters
- demonstrate the importance of time management, risk taking, risk management, and money management
- work cooperatively to develop strategies to achieve goals

Curriculum Connections

Students will

English Language Arts

- follow instructions and respond to questions and directions

Mathematics

- determine and use the most appropriate method for problem solving which utilize the four operations with whole and decimal numbers (for divisors and multipliers of more than two digits the use of technology is expected)
- apply the order of operations for problems involving whole and decimal numbers
- estimate and calculate the percent of a number to solve problems

(Connections can also be made to health and family life education, personal development and relationships, and technology education/industrial arts.)

Procedure

The teacher may facilitate the game by assuming the role of the banker and retaining a float of $100.00.

Selectively divide the class into pairs. Distribute to each pair a ziplock bag which contains $50.00 worth of paper money (see template), two sets of problems (see problem sheets), and a bank book sheet (see **Bank Book Sheet**).

Explain that the objective of the game is to make as much money as possible by solving the problems in the period of time specified by the teacher.

Emphasize that this is a strategy game and that the answers they produce are top secret and should not be shared with the other students. The pairs may use whatever strategy they wish to solve the problems (e.g., whatever order they choose, whatever set they choose, continue to address a problem until

Teacher's Notes

they find the correct answer). When they feel they have a correct answer or a series of correct answers, they can record the answer/s in the appropriate box on the **Bank Book Sheet**. They then go to the banker for verification. Using the pair's **Bank Book Sheet**, the banker can record the results in the appropriate column (e.g., reward or fine).

At the end of the allotted time each pair will tabulate their rewards and fines and calculate the difference to determine the amount of money they have left (see **Bank Book Sheet**). The pair with the largest amount will be the winner of the game. However, care may be taken to recognize the efforts of all students in some way.

The problems have three levels of difficulty. (The following may be provided on the chalkboard or an overhead projector for easy student reference.)

Set A - $5.00 awarded for each correct answer, no fine for an incorrect answer

Set B – $10.00 awarded for each correct answer, $5.00 fine for each incorrect answer

Set C – $20.00 awarded for each correct answer, $5.00 fine for each incorrect answer

Suggested Materials

- ziplock bags of money, problem sheets and one **Bank Book Sheet** per pair
- coloured paper money
- timer
- pencils
- erasers
- calculator (optional)

Review and Reflection

1. The winning pair discuss the strategies they used in solving the problems and why they feel their strategy worked.

2. The groups discuss what they can do to improve the strategies they used.

Adapted with permission from: *Math Days - Teacher's Kit*, by George Gunther and Lloyd Walters, Corner Brook, Newfoundland and Labrador, 1994, problems five, nine and ten.

Entrance to Enterprise – A Strategy Game

Bank Book Sheet

Names: _____ **and** _____

Answers	Value of Reward	Value of Fine	Reward	Fine
1.	$5.00	0		
2.	$5.00	0		
3.	$5.00	0		
4.	$5.00	0		
5.	$10.00	$5.00		
6.	$10.00	$5.00		
7.	$10.00	$5.00		
8.	$20.00	$5.00		
9.	$20.00	$5.00		
10.	$20.00	$5.00		
11.	$20.00	$5.00		
12.	$20.00	$5.00		
Totals	$150.00	$40.00		

Rewards – Fines = _____

ENTRANCE TO ENTERPRISE – A STRATEGY GAME

STUDENT PROBLEM SHEET

1. Freddy Flood wanted to go to Treats Delight and feast on hot chocolate and mega-chocolate-chip and peanut butter muffins. Muffins cost 85¢ and hot chocolate costs $1.25. If he buys only one hot chocolate and has $6.25 in his pocket, how many muffins can he buy?

   A Answer:_____

---

2. Max Moneybags has made a profit of $66,666. If the government taxes are 30% of the profit earned, how much tax will he pay?

   A Answer:_____

---

3. Leonardo owns "Bonanza Burger". He sells his burgers for $2.50 each. His expenses for each burger are as follows:

a.	raw materials (bun, meat)	1.00
b.	wages	.40
c.	lights	.05
d.	equipment	.04
e.	garbage removal	.05
f.	rent and fees to Burger Bonanza Corporation	.27
g.	insurance	.03
h.	taxes	.25
i.	advertising	.15

   Find his total expenses and then calculate his net profit on a single burger.

   A Answer:_____

---

4. Kate sees a sign advertising a concert by her favorite group at the civic auditorium. One ticket costs $27.95. How much will she pay for a ticket for herself and her best friend?

   A Answer:_____

---

5. Adam assembled four skateboards each day for five days of the first week, then three skateboards each day for four days of the next week. He assembled two skateboards each day for three days of the third week, and the following week he built one per day for two days. If he sold each skateboard for $27.00, how much money did he receive?

   B Answer:_____

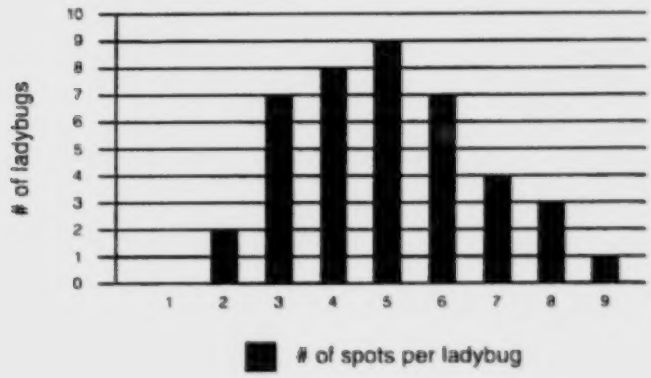
6. Sam Slick runs a skateboard shop. He has the following expenses: taxes $2,500, labour $25,000, owner's salary $50,000, parts $100,000, advertising $1000 and overhead $25,000.

   If his business revenue was $500,000, how much profit did he make?

   B Answer:_____

---

7. At the annual ladybug convention, 41 ladybugs showed up. Lucinda, the secretary of the organizing committee, presented the bar graph, shown below, to the meeting.



   What was the average number of spots on the ladybugs at the convention?

   B Answer:_____

---

8. Last year, Lex Luther spent $900,000 of his income in an attempt to trap Superman. This expenditure represented 65% of his total annual income.

   What was Lex's total annual income last year?

   C Answer:_____

---

9. Ashley has a part-time job selling snowboards at No Fear Boards. She tells everyone they are getting a bargain. Her commission is 9%. If the suggested retail price is $599.00 and she sells a board for $400.00, how much commission does she receive?

   C Answer:_____

---

10. Peanuts sell at the Nut Gallery for $5.00/kg., cashews cost $11.00/kg, and brazil nuts sell for $9.00/kg. Lynn bought a kilogram of mixed nuts that contained 500g of peanuts, 300g of cashews and 200g of brazil nuts. How much did she pay for the kilogram of mixed nuts?

C Answer:_____

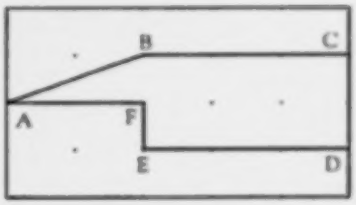
---

11. Betsy wants to set up a lemonade stand for the summer. The lemons, sugar, and paper cups cost $375.00, the lemonade jug costs $24.00 and the advertising flyers cost $19.00. Betsy has no money to start, so she borrows it from her dad and agrees to pay 2% interest. She has a very successful business and her sales brought her $620.00. How much was Betsy's profit?

C Answer:_____

---

12. Catherine needs to cut the shape (polygon) ABCDEF out of the piece of plywood as shown in the diagram. If the full piece of plywood costs $27.40 and each square unit cost $1.37, what is the cost of the cut-out shape?



C Answer:_____

Entrance to Enterprise – A Strategy Game

Answer Key For The Banker

1. $6.25 - $1.25 = $5.00

   $5.00 ÷ 0.85 = 5.88

   Freddy Flood can buy 5 muffins

2. $66,666 x 0.30 = $19,999.80

3. $1.00 + .40 + .05 + .04 + .05 + .27 + .03 + .25 + .15 = $2.24
   $2.50 - $2.24 = $0.26

   Leonardo's net profit on a single burger is $0.26

4. $27.95 x 2 = $55.90

   Kate pays $55.90

5.

4 x 5 = 20	$27.00
3 x 4 = 12	x 40
2 x 3 = 6	1,080.00
1 x 2 = 2	
40	

   Adam made $1,080.00

6.

2,500	$500,000
25,000	- 203,500
50,000	$296,500
100,000	
1,000	
+ 25,000	
203,500	

   Sam Slick made $296,500

2. [illegible]

The average number of spots on the ladybugs was 5.

3. [illegible]

The total annual income last year = $1,304,615

4. [illegible]

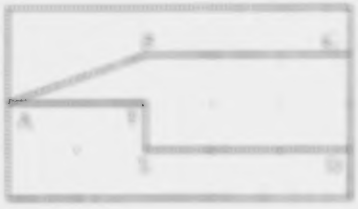
Ashley receives $96.00 a month.

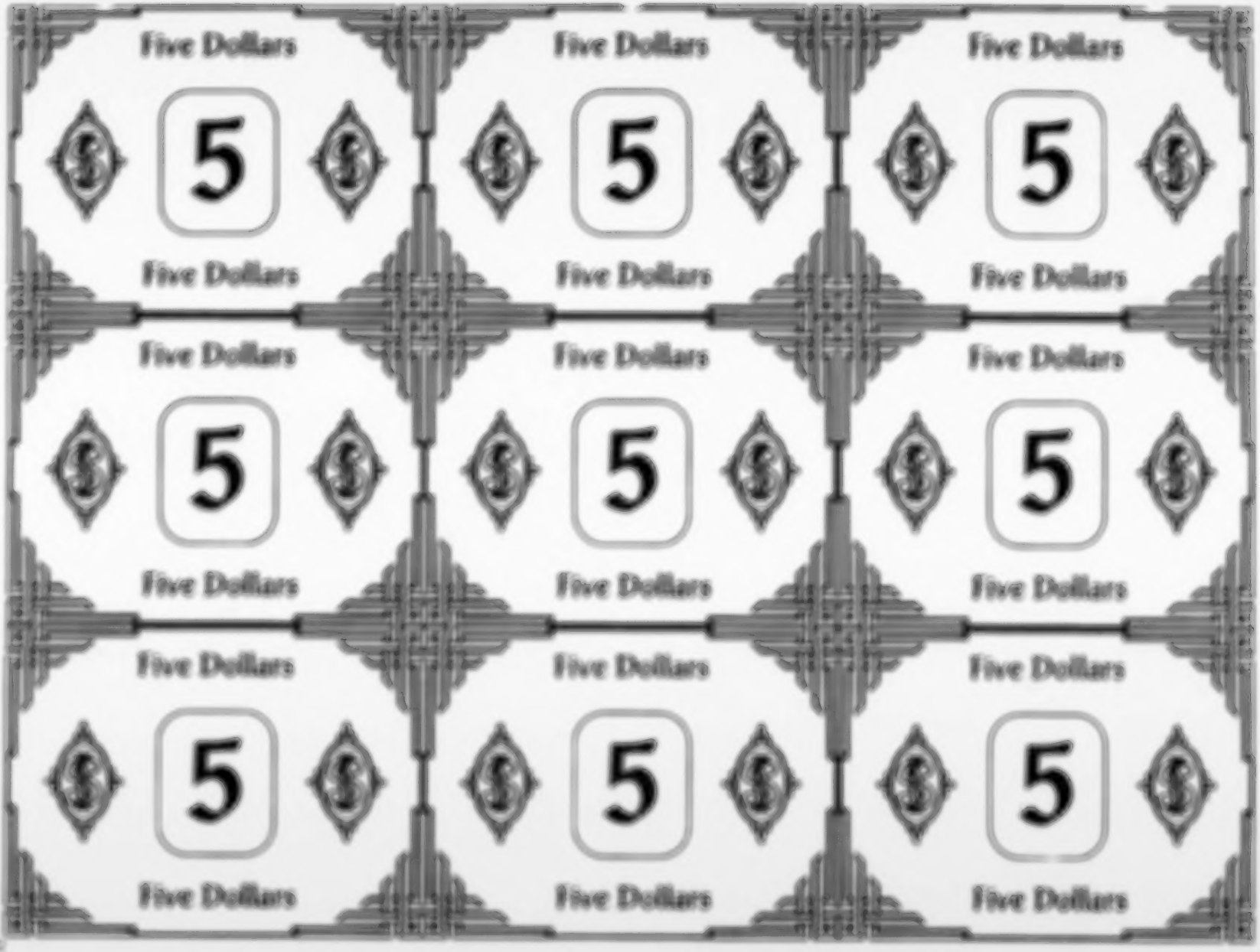
10. [illegible]

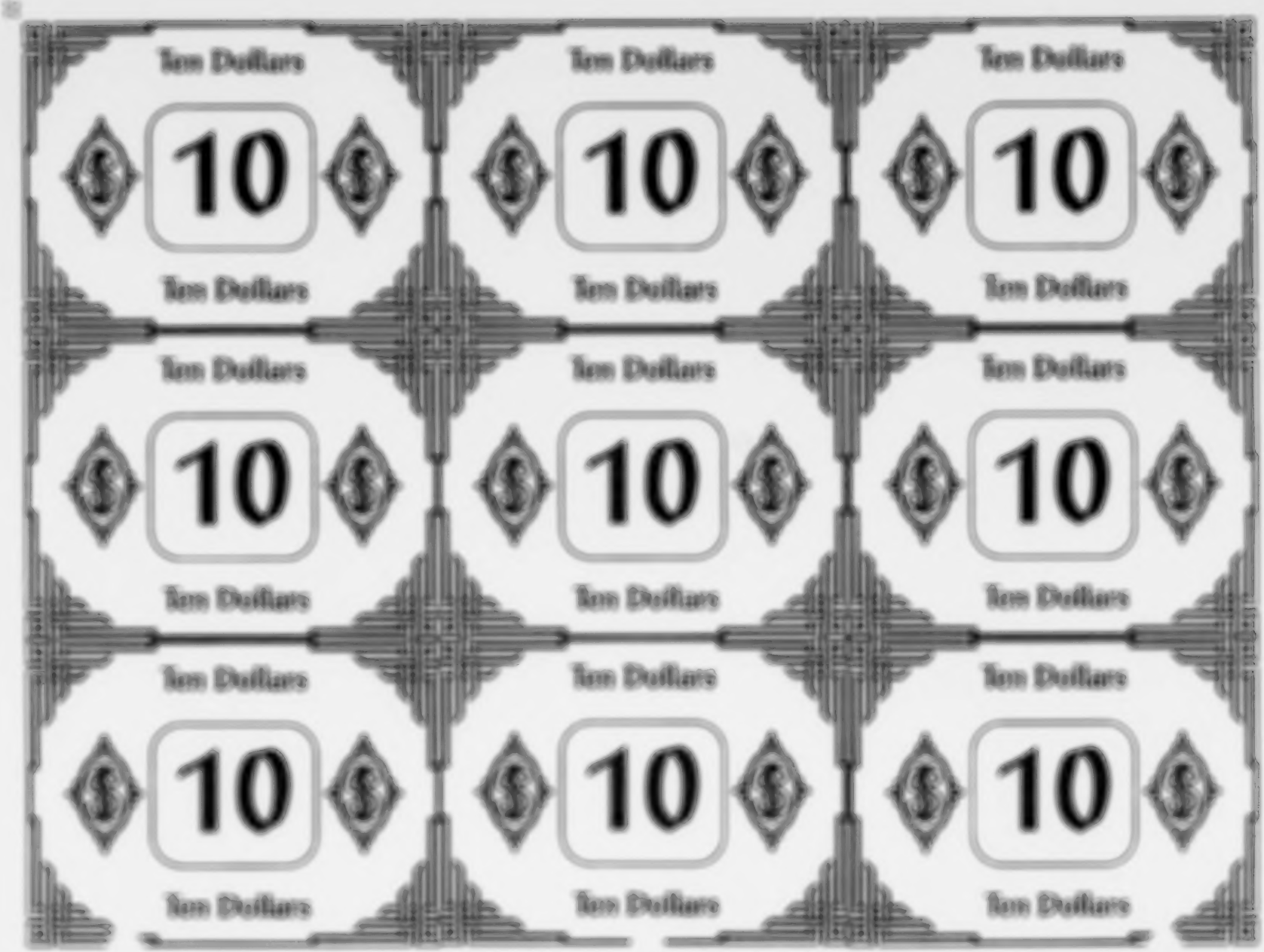
11. [illegible]

Steve's profit was $243.84

12. [illegible]




Five Dollars
5
Five Dollars


Ten Dollars
10
Ten Dollars

The Chocolate Cookie Company

Teacher's Notes

Case Study (Suggested time: one to two class periods)

To determine the appropriate workload in running a business

Curriculum/Extracurricular Links

Students will:

- define profit as the difference between revenue (income) and expenses
- appreciate the various costs of running a business
- demonstrate the use of worksheets and profit and loss graphing (pie graph)

Classroom Discussion

Students will:

Motivation

- brainstorm and list the most appropriate workload for children attending the setting the type of business and should (and should not) be taught
- illustrate, explain and agree to demonstrate (name) ideas (opinions) to the class and process
- develop a positive group dynamic
- work and make decisions in groups and cooperate (like friends in Kindergarten) while [illegible] graphs, line graphs, bar graphs, line and bar graphs, circle graphs, scatter plots [illegible] etc. and correct plots

[illegible] the class to work in special reading, English and Science, Art classes, and technology [illegible]

Procedures

To [illegible] the class activity, explain to the children [illegible] the case [illegible] running a business [illegible] to the students. Write [illegible] (e.g., sports shop, entertainment, music shop).

Divide the class into small groups and have the students brainstorm a list of various costs of running a business. Then list and record them in the following sequence:

- rent
- wages
- ingredients
- advertising
- [illegible]
- [illegible]
- equipment
- [illegible]
- overhead costs (e.g., rent, insurance, office supplies, postage, utilities)

[illegible]

[illegible]

[illegible]

The Chocolate Cookie Company

Teacher's Notes

Teacher Resource Sheet

Remove one cookie (10%) from the tray to represent the costs of ingredients (chocolate, flour, and sugar) as well as packaging (bags, cartons). Record.
INGREDIENTS 10% $12,500

Two cookies (20%) for labour (workers who make the cookies, package, distribute, and advertise, etc.). Record and subtract from revenue:
LABOUR 20% $25,000

One half cookie (5%) for equipment (ovens, tables, mixers are assets. The expense is the depreciation, interest and maintenance of the equipment.
EQUIPMENT 5% $5,000

One half cookie (5%) for distribution costs (getting cookies to market). Record and subtract from revenue:
DISTRIBUTION 5% $5,000

One cookie (10%) for overhead costs (rent, insurance, office supplies and utilities). Record and subtract:
OVERHEAD 10% $10,000

Five cookies (50%) are left for profit and the entrepreneur's income. WAIT! You haven't paid taxes yet which are about 15% or one and one half cookies.
TAXES 15% $15,000

Of the remaining three and one half cookies, one and one half cookies represent the entrepreneur's salary (15%). Record and subtract from the revenue.
SALARY 15% $15,000

The remaining two cookies represent the Profit/Retained Earnings for the company (20%). Record the profit at the bottom of your worksheet.
PROFIT 20% $20,000

Student Activity Sheet # 1

The Chocolate Cookie Company Breakdown

Objective

To discover the profit of this company after the expenses have been taken into account. Remember, revenue less expense gives your profit.

Directions Calculate the following:

Revenue	100%	$100,000
Ingredients	10%	$_____
Labour	20%	$_____
Equipment	5%	$_____
Distribution	5%	$_____
Overhead	10%	$_____
Taxes	15%	$_____
Entrepreneur's Salary	15%	$_____

Total Expenses

Revenue	$100,000
Less Expenses	$_____
Profit	$_____

Answer Key to Student Activity Sheet #1

Teacher's Notes

Revenue	100%	$100,000
Ingredients	10%	$10,000
Labour	20%	$20,000
Equipment	5%	$5,000
Distribution	5%	$5,000
Overhead	10%	$10,000
Taxes	15%	$ 15,000
Entrepreneur's Salary	15%	$15,500

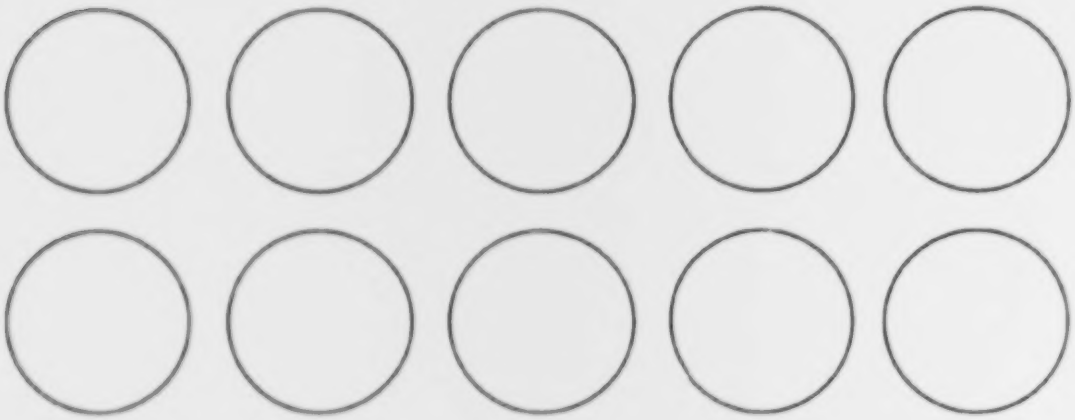
Total Expenses	80%	$80,000
Revenue	100%	$100,000
Less Expenses	80%	$80,000
Profit	20%	$20,000

Student Activity Sheet #2

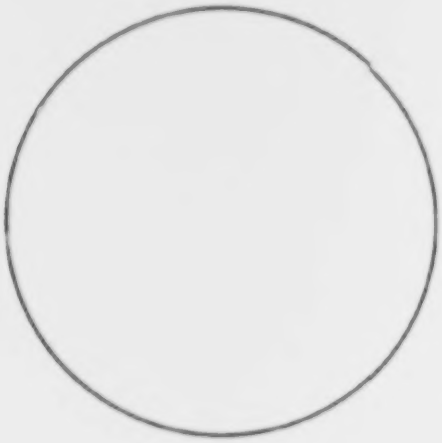
The Chocolate Cookie Company Breakdown

Directions: Each cookie represents $10,000 (10%). Based on percentages given for each expense, colour cookies using the code provided.

Ingredients	–	red
Labour	–	blue
Equipment	–	yellow
Distribution	–	green
Overhead	–	black
Taxes	–	orange
Entrepreneur's Salary	–	brown



Pie Graph: Graph the above information using a pie graph and the percentages given.



SHOW ME THE BUDGET

Teacher's Notes

(This activity can also be utilized by any class preparing for a trip.)

CHALLENGE (Suggested time: two class periods)

To create a personal budget for a trip.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- develop skills in creating and using a budget
- appreciate the difference between personal needs and wants
- recognize the importance of working within a budget

CURRICULUM CONNECTIONS

Students will

English Language Arts

- begin to experiment with a range of strategies (brainstorming, sketching, freewriting) to extend and explore learning, to reflect on their own and the ideas of others, and to identify problems and consider solutions
- collect information from several sources (interviews, film, texts) and combine ideas in communication

Mathematics

- use estimation strategies to access and justify the reasonableness of calculation results for whole and decimal numbers

(Connections can also be made to social studies, health and family life education, personal development and relationships, and technology education/industrial arts.)

PROCEDURE

Discuss the difference between needs and wants in their daily lives.

Share with the students the scenario on page 31.

Have the students begin the activity by brainstorming anticipated expenses that they might incur while on their trip (e.g. entertainment, shopping, snacks, meals). Allow two days outside of class time for students to gather accurate information and cite their sources.

Distribute a copy of the **Budget Plan Worksheet** to each student.

Working within the specified budget of $150.00, students complete their own personal budget plan and prepare to share it with the class.

Teacher's Notes

Possible Extensions

Students develop a budget plan for a class trip.

A travel agent assists the class in planning an exotic trip.

Suggested Materials

- ❒ copies of the **Budget Plan Worksheet**
- ❒ copies of the **Journal Response Sheet**

Review and Reflection

1. Students complete and discuss the **Journal Response Sheet**.

Show Me the Budget

Scenario

Your school team is going to a competition. Transportation will be paid for with the money the team members raise throughout the year. You will have to pay for accommodations and personal expenses. Last year you didn't take enough money and had to borrow from a friend. You are determined that won't happen this year.

You have a budget of $150.00. Twenty-five percent of this will be needed to pay for your accommodations. You will be away for three days and will have to pay for all meals, snacks, and entertainment. Prepare a list of items and costs using the following **Budget Plan Worksheet**. Your budget cannot exceed $150.00.

Show Me the Budget

Budget Plan Worksheet

Budget Plan			
Item	Estimated Expenses	Actual Expenses	Difference between Estimated Cost and Actual Cost
	$	$	$
Total	$	$	$

Show Me the Budget

Journal Response Sheet

Name: _____

1. Briefly explain how you would budget your money.

2. Distinguish between needs and wants.

3. What did you find easy about this activity?

4. What did you find difficult about this activity?

5. Why is planning a budget important?

The Bizarre Car Blitz

Challenge *(Suggested time: two class periods)*

To design, construct and promote a car that will transport an egg three metres.

Enterprise/Entrepreneurial Links

Students will

- practise effective communication skills by expressing thoughts, feelings and opinions in appropriate ways, and listening to the points of view of others
- implement appropriate decision-making strategies when inventing a new product
- recognize and employ effective marketing strategies
- experience the sense of risk that can be associated with an enterprising venture

Curriculum Connections

Students will

English Language Arts

- express a personal point of view clearly and with conviction support that position
- participate in small group conversations and whole class discussions recognizing that there is a range of strategies which contribute to effective talk

Mathematics

- sketch and build three dimensional objects using a variety of materials and information about the object

Science

- evaluate the individual and group processes in planning, problem solving, and decision making in completing the task of modelling scientific techniques
- test the design of a constructed device or system

(Connections can also be made to technology education/industrial arts, and art.)

Procedure

Divide the class into groups of two to three students and have each group identify and collect the materials they choose to use for their creation.

Distribute a copy of the **Bizarre Car Blitz** activity sheets to each group.

Allow the students 40 minutes to plan for the creation of their design.

Teacher's Guide

Have the students select materials and create their design using a standard six sheets bond to project their vehicle.

Allow the groups a maximum of two class periods to construct their egg car and revamp their design.

After the construction phase and validation, provide students with adequate time to develop a promotional plan.

Invite students to present their creations to the class and explain why their design would sell.

Have students compete in a three metre race. No fan final will an egg must be on board the car.

Possible Extension

Students develop a magazine ad for their car design company.

Suggested Materials (provide the class a variety materials)

- aluminum can
- empty pop bottle
- bread spool
- ice sticks
- straw
- paper clips
- popsicle sticks
- cardboard boxes
- empty egg cartons
- plastic cover
- scissors
- egg
- string
- glue
- markers
- hammer
- tape
- aluminum foil
- construction paper
- staples
- staples
- nails
- elastic bands
- toothpicks

Review and Reflection

1. Groups identify teamwork skills necessary to complete the activity and share their ideas with the class.

2. Students evaluate their promotional presentations by discussing which they prefer and why.

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The Boxing Day Blitz

Day Blueprint

Engineering Consultants:

_____

_____

_____

Name Your Day: _____

Date: _____

Day Design Sketch

The Reading Log Blog

Activity Sheet

You have been hired by a successful online company to design and launch a new blog site for their customers. Your task is to:

Complete the following:

1. Design the cover for the blog using the Photoshop.
2. Give the site a catchy strapline.
3. Write a welcoming blog post for the company blog, introducing yourself to your fellow employees.
4. Post the blog on the site. It's a business opportunity. You may wish to use your imagination.
5. Promote your site on the company's social media platforms.

Good luck!

Seasonal Treats

Teacher's Notes

Challenge (Suggested time: three to four class periods)

To work together as a team to make decisions, plan, and implement a business venture.

Enterprise/Entrepreneurial Links

Students will

- work cooperatively to implement decision-making strategies
- identify the relationship between supply and demand, and pricing
- recognize and employ advertising and marketing strategies

Curriculum Connections

Students will

English Language Arts

- produce a range of writing forms (e.g., stories, cartoons, journals, business and personal letters, speeches, reports, interviews, messages, poems and advertisements)
- participate in small group conversations and whole class discussions recognizing that there are a range of strategies which contribute to effective talk

Mathematics

- communicate by using examples the distinction between sample and population, biased and unbiased sampling, first and second hand data
- formulate questions for investigation from a real world context
- select, defend, and use appropriate methods of collecting data including designing/using questionnaires, interviews, experiments

(Connections can also be made to social studies, health and family life education, and music.)

Procedure

Seasonal treats is a student venture designed to package candies and other treats in an attractive way for sale to other students and the wider community.

Have students (using the **Candy Cost Sheet**) explore the costs associated with this venture (e.g., cost of purchasing, packaging and advertising).

Invite students to explore ways to advertise.

Encourage students to discuss and determine the best means of obtaining money to start up their venture.

Have students create a design for packaging the candy (product).

Teacher's Notes

Have students set up an attractive booth for marketing, ordering, and selling their product.

Possible Extensions

Students can organize a tour to a local packaging or candy business.

Students can utilize this activity as a possible school fund raiser.

Suggested Materials

- ❒ copies of the Candy Cost Sheet
- ❒ copies of the Journal Response Sheet

Review and Reflection

1. Students reflect on the skills developed through participation in this activity.
2. Students discuss the results of their business venture.
3. Students reflect on organization, decision making, team work, time-management, planning, and effective communication. (See Journal Response Sheet)

Seasonal Treats

Candy Cost Sheet

Company Name: _____

Contact person: _____

Address: _____

Telephone Number: _____

Date: _____

Type of Candy	Cost Per Candy	Number of Candy Per Package	Advertising Cost	Cost of Package	Total Cost

Cash Flow Sheet

Total Income:

Total number of packages sold _____

Cost per package $ _____

Total income: $ _____

Total Expenses:

Cost of packaging materials $ _____

Cost of candy $ _____

Cost of advertising $ _____

Total expenses: $ _____

Total income: $ _____

Net profit: $ _____

Seasonal Treats

Journal Response Sheet

Group #: _____ **Name:** _____

Members: _____ _____

_____ _____

_____ _____

1. What have you learned from this activity?

2. In what ways did your group work well together?

3. Make one suggestion to improve the way your group might work together.

4. If you were going to do this activity again, would you make any changes? Why or why not?

5. How well was your product received by your customers?

THE BIZ WORD CHALLENGE

Teacher's Notes

CHALLENGE (Suggested time: 20 to 30 minutes)

To complete a crossword puzzle to review key enterprise/entrepreneurial terms.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- develop and employ independent learning skills
- review key enterprise/entrepreneurial terms
- recognize and understand appropriate language to communicate ideas

CURRICULUM CONNECTIONS

Students will

English Language Arts

- follow instructions and respond to questions and directions
- know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information

PROCEDURE

Distribute copies of **The Biz Word Challenge** to each student. Have students complete **The Biz Word Challenge**.

Students can share the completed crossword as a class.

POSSIBLE EXTENSIONS

Students develop their own crossword/word search puzzle.

Students scan various business magazines to find more complete definitions for the terms and discuss how these terms could be applied to a business venture.

Students conduct computer/library research to find business articles that use these terms.

SUGGESTED MATERIALS

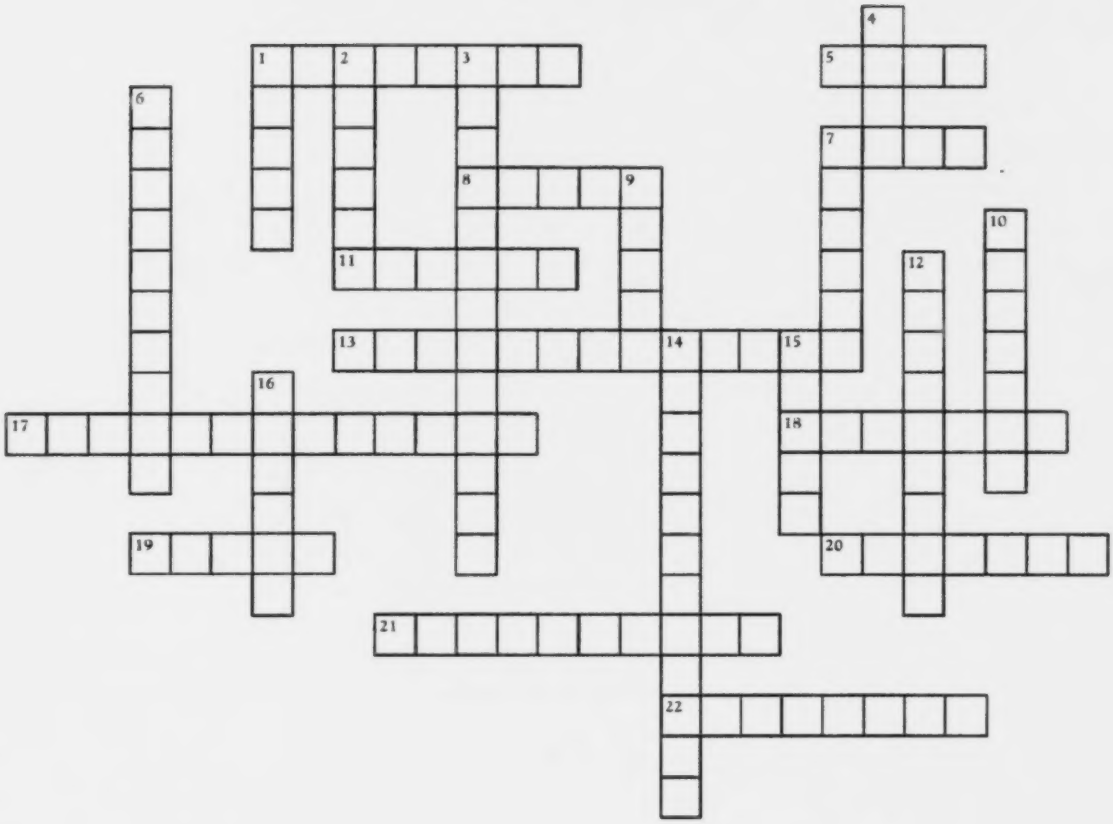
- ❒ copies of **The Biz Work Challenge**
- ❒ dictionary

REVIEW AND REFLECTION

1. In small groups students select and define (in their own words) four to five terms per group, give an example indicative of each term, and share their definitions and examples with the class.

Student Crossword Puzzle

The Biz Word Challenge



Across

1. an enterprise that offers a product or service
5. when a business loses money
7. a list of steps used to achieve a goal
8. taking chances
11. number of goods available to buy
13. an attention grabber
17. business possibilities
18. a cost of doing business
19. cash
20. a business undertaking
21. originality - being imaginative
22. what the bank pays for money deposited

Down

1. financial institutions
2. abilities
3. innovators
4. a desired outcome
6. something new or different
7. a money gain
9. exchanging goods for money
10. achieving business goals
12. promoting a product or service
14. initiating a venture with spirit
15. food, clothing, shelter
16. allowance

Word Bank

banks, expense, venture, investment, creativity, entrepreneurs, risks, advertisement, budget, loss, success, interest, sales, innovation, enterprising, skills, currency, supply, profit, funds, opportunities, needs, goal, money, plan, marketing, business

Grade Eight Activities

Shaving Cream Tower

Teacher's Notes

Challenge (Suggested time: one to two class periods)*

To design the tallest tower that independently supports a Hershey's Kiss™ using the materials provided.

Enterprise/Entrepreneurship Links

Students will:

- develop and employ independent and cooperative learning skills
- select and employ effective decision-making strategies
- demonstrate the ability to take the initiative, creatively present ideas, work within given time frames and employ risk taking to complete a task

Curriculum Connections

Students will:

English Language Arts

- demonstrate active listening and respect for needs, rights and feelings of others
- recognize that their own ideas and perceptions are framed by what they read and view
- use a range of strategies in writing and other ways of representing to reflect problems and responses to problems

Science

- describe the movement of objects in terms of balanced and unbalanced forces
- explain quantitatively the relationship between force, area, and pressure

(Connections can also be made to technology education/industrial arts.)

Procedure

Divide the class into groups of three students.

Distribute the suggested materials to each group.

Provide each group with a copy of the Shaving Cream Tower Worksheet.

Invite each group to present their designs to the class.

Have each student evaluate his/her group's performance using the Journal Response Sheet provided.

*For the purpose of this resource one class period is 40 to 45 minutes in length.

Teacher's Notes

Suggested Materials

(Class material prepared as a set for each group prior to class.)

- 1 can of drawing cream
- 1 paper cup (place drawing cream in paper cup)
- 1 Hershey's Kiss™
- 1 balloon
- 1 popsicle stick/plastic spoon
- 10 straws
- 10 paper clips
- 10 cm string
- 10 cm masking tape
- Drawing Cream Trees Worksheet
- paper towels for clean up

Possible Extension

Have students research some of the following structures (Ski Trees, Bike Trees, radio towers, pyramids, Leaning Tower of Pisa.

Review and Reflection

1. Using the Journal Response Sheet, each group identifies materials and measures to complete the activity and then they also will do a class

[illegible]

[illegible]

[illegible]

[illegible]

1) [illegible]

2) [illegible]

3) [illegible]

4) [illegible]

5) [illegible]

Celebrating Seniors in the Community

Teacher's Notes

Challenge *(Suggested time: four to five class periods)*

To identify and promote an appreciation for the "enterprising/entrepreneurial spirit" of seniors in the community.

Enterprising/Entrepreneurial Links

Students will

- *identify the attributes of enterprising/entrepreneurial people and the contribution they make to the community*
- *identify and utilize necessary resources to nurture the success of a student venture*
- *work cooperatively to plan and implement a student venture*

Curriculum Connections

Students will

English Language Arts

- *ask questions that probe for accuracy, relevancy and validity; respond thoughtfully and appropriately to such questions*
- *begin to use various forms of note-making appropriate to various purposes and situations*
- *demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider the ideas of others; to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions*

(Connections can also be made to health and family life education, personal development and relationships, and technology education/industrial arts.)

Procedure

Have the class identify enterprising/entrepreneurial seniors in the community who are willing to work with a group of students to create a "Seniors Showcase."

Divide the class into groups and identify a group leader who will contact a senior and explain that the school and community is trying to capture the enterprising/entrepreneurial spirit demonstrated by seniors when they were faced with challenges throughout their lives. Ask the senior if he/she would be willing to participate.

Using the framework of the sample questionnaire, have the seniors prepare a brief outline of their experiences as enterprising/entrepreneurial members of the community. This should be returned to the group leader prior to the senior's visit to the group.

Teacher's Notes

Determine a time when each group can meet with their enterprising/entrepreneurial senior who is willing to share the information for planning and implementing their showcase (e.g., personal interviews, audio/video taping, collecting stories/songs/poetry).

Have the students gather and organize all pertinent information and prepare their presentation for showcasing their senior.

As a class, have the students organize a "Seniors Showcase" and invite their senior partner to the celebration.

Possible Extension

The students can invite their seniors to the class for the oral presentations.

Suggested Materials

- notebooks
- audio recorder (optional)
- video recorder (optional)
- Seniors Interview Questionnaire

Review and Reflection

1. Students discuss and/or write ways in which people draw upon their personal strengths and qualities to solve problems and meet challenges.

2. Students discuss and/or write how working cooperatively and partnering with the community builds a greater appreciation and deeper understanding of individuals of different generations.

3. Students discuss and/or write how working collaboratively to plan and organize an event strengthens the cohesiveness of a team and develops a greater understanding and acceptance of individual qualities.

Seniors Interview Questionnaire

Sample Questions

1. What do you think are some of your personal talents and character strengths?

2. Reflecting on your various experiences, what are some of the challenges you had to address to be successful?

3. What personal skills and qualities did you use to address these challenges (e.g., communication, teamwork, creative and critical thinking, problem solving, planning, risk taking, negotiation, decision-making)?

4. Explain why you think these skills and qualities are important. Explain why someone with an entrepreneurial ambition would require these skills and qualities.

5. What advice can you provide to students who are trying to create a "Recipe For Success" when they leave school and are searching for work?

Business Basics

Teacher's Notes

Challenge (Suggested time: unit project, one to three weeks)

To develop a simplified plan for a business.

Enterprise/Entrepreneurial Links

Students will

- discover that opportunities can be found in looking at one's immediate experiences and interests
- set and achieve short and long term goals in ventures
- demonstrate the ability to assess risk
- employ independent and cooperative learning skills through planning and decision making

Curriculum Connections

Students will

English Language Arts

- demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made
- identify the various features and elements writers use when writing for specific readers for specific purposes: describe how texts are organized to accommodate the needs of particular readers and to contribute to meaning and effect
- understand that ideas can be represented in more than one way and used with other forms of representing including speeches, demonstrations or plays

Mathematics

- estimate sums, differences, products and quotients of fractions when appropriate
- add, subtract, multiply and divide integers

(Connections can also be made to technology education/industrial arts and social studies.)

Procedure

Encourage students to brainstorm to generate a list of possible business ventures for their community. Some suggested student ventures may include: delivering papers, pet grooming, snow clearing, lawn mowing, pet sitting, producing crafts, errand running, and recycling.

Have students work individually or in pairs to complete the **Student Business Plan Sheet**.

Invite students to present their business plan to the class.

Teacher's Notes

Possible Extensions

Students develop business cards or flyers.

Students pursue various methods of advertising their venture such as using a flyer, radio, local cable channel, and internet.

Students devise and implement a community survey to determine if there is interest in their venture or business idea.

Suggested Materials

- ❒ **Student Business Plan Sheet**
- ❒ **Journal Response Sheet**
- ❒ calculators

Review and Reflection

1. Have the individuals or pairs complete the attached **Journal Response Sheet** and share it with the class.

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STUDENT BUSINESS PLAN SHEETS

STEP NUMBER ONE: My Business Goals

I hope to earn $_____ every (week/month/year)

I want to make enough money to _____

by _____ (date) or save for _____

STEP NUMBER TWO: What is My Business?

The name of my business is _____

My service or product is _____

It will be better or different from my competitors because _____

_____

What makes my business the best is _____

My business is located _____

The types of customers attracted to my business are _____

_____

STEP NUMBER THREE: My Timetable

I plan to start my business on _____ (month/year).

I will stay in business for _____ (weeks/months/years).

I can work on my business at the times below:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Time during the day _____

Number of hours per day _____

I can work a total of _____ hours each week.

STEP NUMBER FOUR: My Costs

Business costs are two types: fixed and variable. Fixed costs are unrelated to the number of customers. They include materials and equipment needed to run day-to-day business operations. Fixed costs include start-up expenses: office supplies, equipment, telephone installation, an answering machine, or a desk. During the course of running your business, other ongoing fixed costs include advertising, telephone bills, and office supplies.

Variable costs depend upon the number of units of your product you sell or the number of customers who use your service.

MY FIXED COST WILL BE

Start-up Expenses		Other Fixed Expenses	
Item	Cost	Item	Cost
_____	$_____	_____	$_____
_____	$_____	_____	$_____
_____	$_____	_____	$_____
Total Start-up Cost	$_____	Total Other Fixed Costs	$_____

MY VARIABLE COSTS PER PRODUCT OR PER CUSTOMER WILL BE

Item	Cost
_____	$_____
_____	$_____
_____	$_____
Total Variable Cost	$_____

Step Number Five: My Prices

In establishing prices, entrepreneurs should call the competition to see what they charge. Because you are new, inexperienced, and want to build a business fast, you may have to set prices significantly lower than your competition. If you cannot afford to charge 25 to 30 percent less than your professional, established competitors, consider another business. Follow these steps to arrive at a price.

A: I want to earn at least $ _____ per hour.

B: It takes me _____ hour per unit of my product or to provide a service for a customer.

C: My total fixed and variable costs per unit of my product or service are $ _____.

Multiply your hourly wage (A) by your time estimate (B), then add in your variable cost (C) to calculate a total price.

A: _____ hours per unit of product or customer

x

B: $ _____ per hour

+

C: $ _____ (total costs)

=

$ _____ (final price)

Step Number Six: Will I Make a Profit?

The final step in estimating how much business you expect and what your profits will be. From what you know of your market, estimate the number of customers you will service or products you will sell each month, and calculate your profits.

	# of customers	x	price per customer	=	total income	–	cost per customer	=	Profit (Loss)
Jan.		x		=		–		=	
Feb.		x		=		–		=	
Mar.		x		=		–		=	
Apr.		x		=		–		=	
May		x		=		–		=	
June		x		=		–		=	
July		x		=		–		=	
Aug.		x		=		–		=	
Sept.		x		=		–		=	
Oct.		x		=		–		=	
Nov.		x		=		–		=	
Dec.		x		=		–		=	

Total Income – Total Cost = Profit/Loss

Monthly Budget

List all possible income _____ $_____

List all possible expenses _____ $_____

Total income = _____ Total expenses = _____

Business Basics

Journal Response Sheet

Group #: _____

Names: _____ _____

1. What was the name of your business venture?

_____

2. What did you learn from the activity?

_____

_____

_____

_____

3. If you did the activity again, would you make any changes? Why or why not?

_____

_____

_____

_____

4. What are the potential benefits of running your own business?

_____

_____

_____

_____

[illegible] it

[illegible]

[illegible] (Suggested time: two class periods)

To design a personal business card showing and promoting individual strengths, interests, and talents

[illegible]/Extracurricular Links

Student will

- identify important skills, attitudes, and qualities that contribute lifelong success
- [illegible] others and use appropriate [illegible] strategies
- promote positive characteristics visually and orally

[illegible] Connections

Student will

English Language Arts

- keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization
- identify and reflect upon messages that an effective or ineffective form to best describe their personal growth in language [illegible] and language use
- recognize that spoken language reveals values and attitudes such as bias, beliefs and prejudices evidenced [illegible] language is used to influence and manipulate

(Connections can also be made to health and [illegible] life education, personal development and citizenship, and art.)

Processing

Invite students to brainstorm a class list of lifelong skills, qualities and attitudes which are characteristic of successful people.

Pose the [illegible] for how will makes choices for positive attributes and attitudes which [illegible] personal strengths and talents.

Have each student design an oversized business card promoting [illegible] The personal card could include

- [illegible]
- name
- address, telephone number, fax number, e-mail address
- personal strengths/talents

After the completion of the personalized card, each student can present [illegible] and to the class.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]
- [illegible]

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

The Stress Solution

Teacher's Notes

Challenge (Suggested time: four to five class periods)

To design and present a brochure for teens identifying stressors and presenting solutions.

Enterprising/Entrepreneurial Laws

Students will

- demonstrate the need for compassion, empathy, honesty, and respect in dealing with others
- research the appropriate resources available to support your venture
- discover that working together as a team enhances the cohesiveness of the team as well as incorporates the strengths and qualities of the team

Curricular Connections

Students will

English Language Arts

- consider and reflect upon the contribution of ideas of others during discussions
- ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions
- state a point of view in a convincing manner, offering relevant information to support that viewpoint
- employ various relevant research strategies such as generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research

(Connections can also be made to health and family life education, personal development and relationships, and technology education/industrial arts.)

Procedure

In small groups, have students brainstorm to identify causes of stress in their daily lives. A spokesperson from each group can share the brainstormed ideas with the class.

Have the groups generate possible solutions for the identified stressors.

Following the brainstorming session, have the groups obtain additional resources for identifying stressors from various community services to support the design of their brochure.

After identifying problems and collecting resources, each group can plan, design, create, and produce an age appropriate brochure which identifies the stressors and offers solutions.

Teacher's Notes

Have groups present their brochure to the class, school assembly, or youth groups. Each brochure can be reproduced and distributed to the school resource room/library.

Possible Extension

Students can distribute their brochures to the local library, community organizations, and/or youth centres.

Suggested Materials

- art supplies
- card stock (optional)

Review and Reflection

1. Students discuss how being aware of stressors can help them to become more effective in their daily lives.

2. Through journal writing students reflect on influences in their personal lives which contribute to increased stress. How they can personally take control of these influences, and/or where to seek resources that will help them address their concerns.

3. Within their groups, the students discuss how working together to achieve a goal adds a deeper dimension and more cohesiveness to the venture.

CREATE THE PLACE

Teacher's Notes

CHALLENGE (Suggested time: three to four class periods)

To design and present an idea for an adventure/entertainment park that focuses on a particular activity for teenagers.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- identify and respond to the needs and wants of a specific target group
- effectively promote their ideas utilizing various strategies
- work cooperatively to develop and implement strategies to attain a goal

CURRICULUM CONNECTIONS

Students will

English Language Arts

- consider and reflect upon the contribution of the ideas of others during discussions
- ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions
- contribute to small group conversation and whole group discussion, choosing appropriate strategies that contribute to effective talk

(Connections can also be made to art, technology education/industrial arts, and social studies.)

PROCEDURE

Divide the class into groups of three to four students. Each group can brainstorm to generate a list of ideas for a potential adventure/entertainment park that meets the needs of the teenage population (e.g., mini-golf, roller rink, skateboard park, mountain bike trail).

From their list have each group select and expand one theme. The description should include an explanation of their venture, the product or services they are providing, a description of the market they are targeting, and the image they are hoping to create. Using the template for a **Student Venture Plan Framework** on pages 105-106, teachers can provide students with a work plan for their venture.

Within their groups have the students create a sketch, model, brochure, mural, or some other visual representation of their park identifying the attributes and features of their particular park.

Have each group prepare a class presentation promoting their idea for an adventure/entertainment park.

Teacher's Notes

Suggested Materials

- ❒ poster paper
- ❒ art supplies
- ❒ **Student Venture Plan Framework**, pages 105-106

Review and Reflection

1. In their groups, students discuss what personal skills and attitudes contributed to the effectiveness of achieving their ventures.

2. As a class students discuss the challenges encountered in their groups and how they overcame these challenges.

3. Students respond to the activity using the **Journal Response Sheet** template on page 52.

THE ULTIMATE BACKPACK

Teacher's Notes

CHALLENGE (Suggested time: two to three class periods)

To design and promote the ultimate backpack using identified standards.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- recognize and implement problem-solving and decision-making strategies
- recognize and identify that establishing standards are necessary in the promotion of a product
- appreciate the positive effects of working cooperatively to attain goals
- create and promote a new product

CURRICULUM CONNECTIONS

Students will

English Language Arts

- state a point of view in a convincing manner, offering relevant information to support that viewpoint
- listen carefully to identify key points in oral presentations and evaluate the relevancy of supporting details
- contribute to small group conversation and whole group discussion, choosing appropriate strategies that contribute to effective talk
- demonstrate respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others including differences in culture and language

(Connections can also be made to art, and home economics.)

PROCEDURE

Divide the class into small groups and have each group evaluate at least three different student backpacks using the following criteria. (These criteria can be displayed using an overhead projector, chalkboard or flip chart.)

- What characteristics do all backpacks have in common?
- In what ways do the backpacks differ?
- What are the strengths/weaknesses of each bag?
- What are the marketable features of each bag?
- What recommendations would you suggest to the manufacturer?

In their groups have the students develop a list of "standards" that they think quality backpacks should meet.

Teacher's Notes

Using new creative ideas and their identified standards have each group design the "ultimate backpack" for their age group and present their creations to the class highlighting the following.

- the unique features of their "ultimate backpack"
- the name of their "ultimate backpack"
- how they can convince their peers to purchase this backpack
- how the backpack will be advertised
- identify a celebrity who could help promote the group's product and explain why they think this would be the best choice of a celebrity

Suggested Materials

- ❒ students' backpacks
- ❒ markers
- ❒ glue
- ❒ poster paper
- ❒ paints
- ❒ Bristol board

Possible Extension

Students can actually create their design and present it to the class.

Review and Reflection

1. Students discuss how the creation of the "ultimate backpack" involved critical thinking, creativity, innovation, and problem-solving skills.

2. Students discuss the importance of establishing standards prior to the development of a product.

3. Students discuss the advantages of working cooperatively as a team to create and promote an idea.

HOME IMPROVEMENT

Teacher's Notes

CHALLENGE (Suggested time: two to three class periods)

To design a product that could improve an area within your household.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- recognize and respond to a need and/or opportunity within one's own environment
- demonstrate the personal qualities necessary in setting and attaining a goal
- appreciate the skills required to creatively produce and promote an idea

CURRICULUM CONNECTIONS

Students will

English Language Arts

- consider and reflect on the contribution of the ideas of others during discussions
- listen carefully to identify key points in oral presentations and evaluate the relevancy of supporting details
- understand that ideas can be represented in more than one way and used with other forms of representing (speeches, demonstrations, plays)

(Connections can also be made to personal development and relationships, technology education/industrial arts, and social studies.)

PROCEDURE

Explain to students that they are going to attend an Invention Convention where they will have an opportunity to create an idea for a new product.

Discuss with the students that with the creation of any idea there will be both individual and small group work. Creativity and collaboration go hand-in-hand so students are encouraged to discuss and share their designs.

Have students review and individually complete the **Inventor's Creation Plan** and ask them to share their new product invention ideas with the class.

SUGGESTED MATERIALS

❒ **Inventor's Creation Plan** worksheet

Teacher's Notes

Review and Reflection

1. Students discuss the personal skills and attitudes utilized when identifying and responding to an opportunity (e.g., observation, communication, critical thinking, creativity, problem solving, decision making, perseverance and commitment).

2. Students discuss factors related to the creation and promotion of a new product.

Home Improvement

Inventor's Creation Plan

Using your personal journal complete the following Inventor's Creation Plan.

1. Sketch a floor plan of your home which identifies its various rooms.

2. Using your floor plan, choose a specific area or room that could be made more enjoyable and, identify one or more ways to improve it.

3. Generate at least one idea for a new product which could achieve the improvements you have identified.

4. Describe how your product invention would work and give it a name. If possible draw a simple sketch which shows what your new product might look like.

5. In small groups share your ideas for a new product. Following the sharing of ideas discuss ways you could improve your product.

6. Incorporate any of the suggestions you like, and prepare a final drawing of your new product along with a brief description and name for presentation to the class.

The Biz Word Challenge

Teacher's Notes

Challenge (Suggested time: 20 to 30 minutes)

To complete a crossword puzzle to review key enterprise/entrepreneurial terms.

Enterprise/Entrepreneurial Links

Students will

- develop and employ independent learning skills
- review key enterprise/entrepreneurial terms
- recognize and understand appropriate language to communicate ideas
- recognize the importance of effective communication in client/customer service

Curriculum Connections

Students will

English Language Arts

- identify and reflect upon strategies that are effective in helping them learn; describe their personal growth as language learners and language users
- identify the various features and elements writers use when writing for specific readers for specific purposes; describe how texts are organized to accommodate particular reader's needs and to contribute to meaning and effect

Procedure

Distribute copies of **The Biz Word Challenge** to each student. Have students complete **The Biz Word Challenge**.

Students can share the completed crossword as a class.

Possible Extensions

Students develop their own crossword/word search puzzle.

Students scan through various business magazines to give more complete definitions for the terms and discuss how these terms can be applied to a business venture.

Students conduct computer/library research to find business articles that use these terms.

Suggested Materials

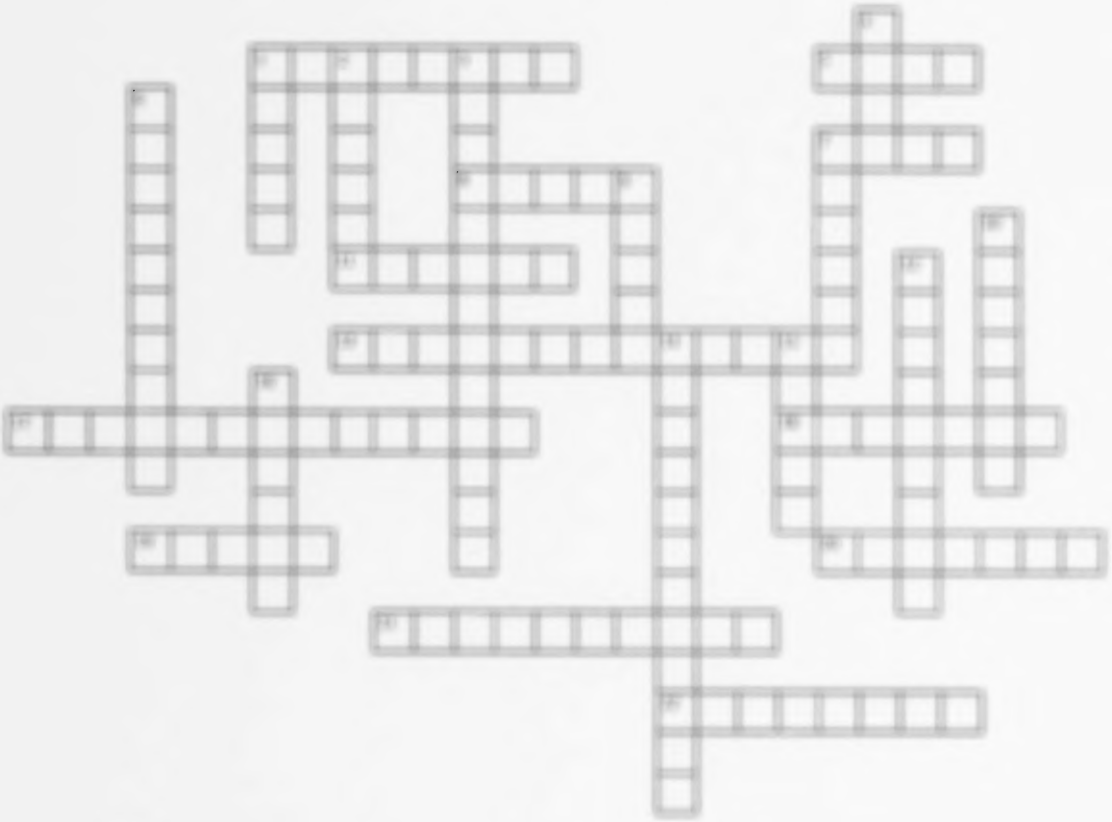
- ❒ copies of **The Biz Word Challenge**
- ❒ dictionary

Review and Reflection

1. In small groups students select and define (in their own words) four or five terms per group, give an example indicative of each term and share their definitions and examples with the class.

Student Crossword Puzzle

The Big Word Challenge



Across

1. an enterprise that offers a product or service
5. when a business loses money
7. a list of steps used to achieve a goal
9. taking chances
11. number of goods available to buy
13. an attention grabber
17. business possibilities
18. a unit of doing business
19. cash
20. a business undertaking
21. originality - being imaginative
22. what the bank pays for money deposited

Down

1. financial institutions
2. abilities
3. motivation
4. a desired outcome
6. something new or different
8. a money gain
9. exchanging goods for money
10. achieving business goals
12. promoting a product or service
14. running a venture with great
15. food, clothing, shelter
16. allowance

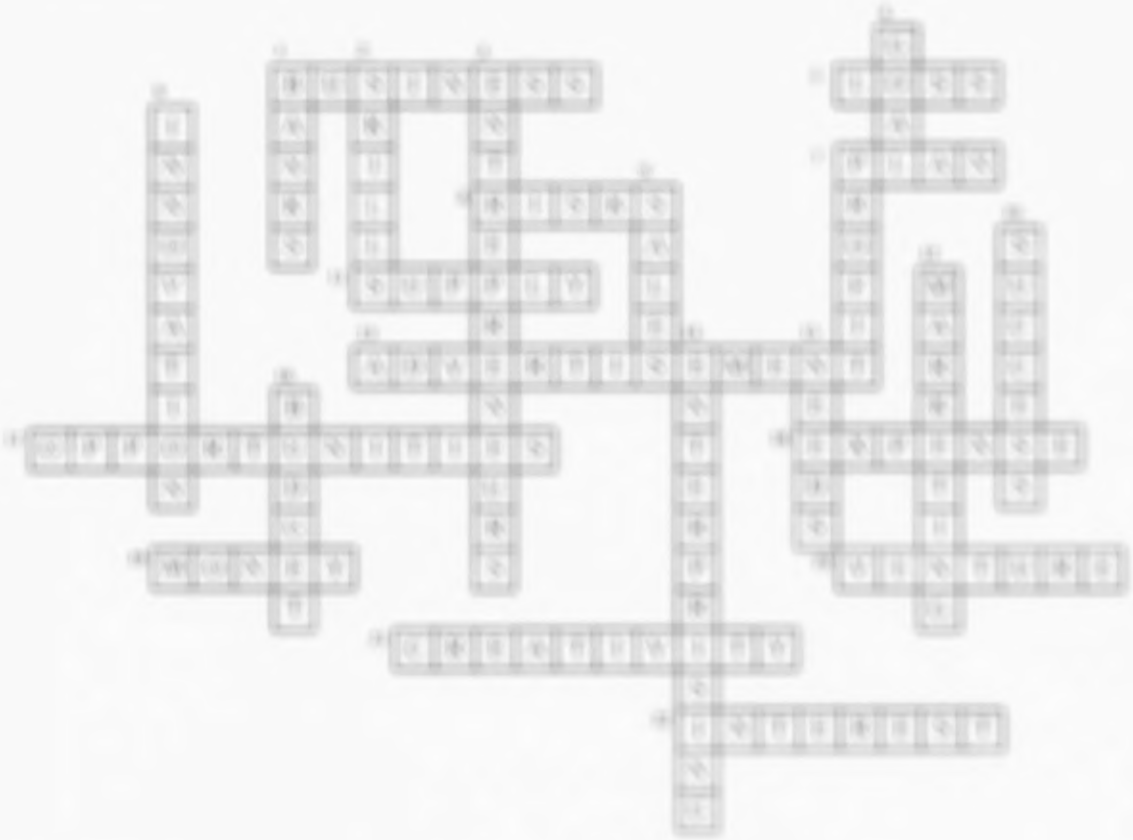
Word Bank

banks, expense, venture, investment, creativity, entrepreneurs, risks, advertisement, budget, loss, service, interest, sales, innovation, enterprising, skills, currency, supply, profit, funds, opportunities, needs, goal, money, plan, marketing, business

Student Crossword Puzzle

The Big Word Challenge

Answer Key



Across

1. an enterprise that offers a product or service
5. short-lived business event
7. a list of steps used to achieve a goal
8. talking, flattery
11. number of goods available to buy
13. an investor's portion
17. business possibilities
18. a unit of living business
19. cash
20. a business undertaking
21. originality, being imaginative
22. what the buyer pays for money exchanged

Down

1. financial institutions
2. debtors
3. investors
4. a financial concern
6. something rare or different
7. a money gain
9. exchanging goods for money
10. achieving business goals
12. promoting a product or service
14. increasing a market share
15. trust, inclining, desire
16. allowance

Grade Nine Activities

EVERYBODY'S BUSINESS

Teacher's Notes

CHALLENGE (Suggested time: two to three class periods)*

To encourage students to recognize concerns of a community in the establishment of a business or industry.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- develop effective communication skills by discussing ideas and making decisions
- recognize and evaluate the impact of a new business/industry on a community and on the environment
- select and employ a range of decision-making strategies independently and collaboratively

CURRICULUM CONNECTIONS

Students will

English Language Arts

- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented
- evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features
- articulate, advocate and support points of view, presenting viewpoints in a convincing manner

(Connections can also be made to health, personal development and relationships, and technology education/industrial arts.)

PROCEDURE

Have the students brainstorm a list of potential businesses or industries that could be established in their community.

After the brainstorming session, have the class select one potential business/industry from the list to use as the focus of the following scenario:

Scenario For Role Play

A company that the students have selected is willing to establish their business/industry within the community. The company is willing to spend millions of dollars and employ 30% of the community's labour force. The mayor (teacher) will hold a public meeting to discuss the company's proposal.

*For the purpose of this resource one class period is 40 to 45 minutes in length.

Teacher's Notes

Have students identify potential advantages and disadvantages of establishing their selected business/industry in their community.

Have students select a role to play from the following list:

- banker
- local business owners/entrepreneurs
- business/industry owner
- biologist
- special environmental interest group(s)
- unemployed skilled workers
- unemployed unskilled workers
- homeless man/woman
- clergy
- politicians
- tour operator
- technology specialist
- general audience
- farmer
- fisher

Each student will require preparation time to adequately prepare for their presentation.

The student/s who selected the role of business/industry owner may be given five to ten minutes to present their proposal to the class.

The mayor will set the stage for the public meeting and each student can role-play his/her selected role.

Each student will present their role supporting their position.

The mayor (teacher) can call the public meeting to order and conduct the mock meeting.

Possible Extensions

Students can organize a visit to a town/community meeting to observe proper protocol for conducting meetings.

The role play scenario could be expanded to create a play from the class activity.

Suggested Materials

- ❒ paper
- ❒ marker
- ❒ flip chart
- ❒ gavel
- ❒ props
- ❒ costumes (optional)

Review and Reflection

1. Students express in writing their point of view about the community concerns that entrepreneurs face when they start a business.

POOLING YOUR RESOURCES

Teacher's Notes

CHALLENGE (Suggested time: two class periods)

To identify and promote a venture that incorporates the collective skills, abilities, and interests of team members.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- recognize and demonstrate personal attributes that relate to entrepreneurial activities
- demonstrate intellectual creativity, initiative, and entrepreneurial spirit to design and promote a venture that employs the experiences, strengths and attributes of a team
- work together as part of a team to explore venture opportunities beyond personal interests and experiences

CURRICULUM CONNECTIONS

Students will

English Language Arts

- examine the ideas of others in discussion to extend their own ideas
- use a range of strategies in writing and other ways of representing to
  - extend ideas
  - explore and reflect on their feelings, values, and attitudes
  - describe and evaluate their learning processes and strategies
- articulate, advocate, and support points of view, presenting viewpoints in a convincing manner

(Connections can also be made to health and family life education, and personal development and relationships.)

PROCEDURE

Have each student create a personal list itemizing their talents, skills and interests.

Working in teams, each student may share his/her personal lists to create a team venture attribute list.

After the creation of the team list, the students may create a venture opportunity which incorporates the combined interests/hobbies, work experiences and skills of the team members.

Teacher's Notes

The venture idea creation process may include the following:

- a name for the venture
- the nature of the venture
- the target market for which the product or service is intended
- the role/responsibility of each team member and how it relates to their individual interests, skills and work experiences
- how their venture can have a positive impact on the community
- the personal sacrifices team members might have to make if they were to develop and manage the venture
- at least five factors that could contribute to the success of the venture

Have students prepare a presentation showcasing the above aspects as well as providing a visual logo, and advertisement to promote their venture idea.

Students could complete an aptitude/interest survey if available through the guidance department.

Possible Extension

The students may be encouraged to develop and implement their venture plan.

The students may design a logo on computer and/or explore computer graphics.

Review and Reflection

1. Through reflection, students can recognize personal attributes and characteristics which are necessary for an individual to be entrepreneurial.

2. The students can reflect on what they have learned about themselves and how they can apply this to opportunities for the future.

3. Through discussion, the students can identify how a venture is enhanced by incorporating the strengths, skills, and talents of all team members.

NOW GET OUT OF THIS

Teacher's Notes

CHALLENGE (Suggested time: one class period)

To solve problems using limited resources through effective communication and creative thinking.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- select and employ creative problem-solving and decision-making techniques
- practise effective communication skills by utilizing appropriate language
- develop and employ independent and cooperative learning skills

CURRICULUM CONNECTIONS

Students will

English Language Arts

- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented
- demonstrate active listening and respect for the needs, rights and feelings of others
- use a range of strategies in writing and other ways of representing to reflect on problems and respond to problems

Science

- propose alternative solutions to a given practical problem, select one, and develop a plan
- persist in seeking answers to difficult questions and solutions to difficult problems
- work collaboratively in carrying out investigations as well as generating and evaluating ideas

(Connections can also be made to social studies, and health and family life education.)

PROCEDURE

Using the card sheet provided, prepare packs of 36 cards for each group of six students.

Explain that this is a card game to develop creative thinking skills. Provide each group with a problem from the list on the **Problem-solving List Worksheet**, as well as a pack of cards prepared from the enclosed template.

A dealer deals six cards to each student in the group. Each student has to solve the group problem by creating his/her own story using the cards that he/she has received. The story should offer a solution to the group problem.

Teacher's Notes

Encourage students to collaborate and verbally share with their group their solutions to the group problem.

Possible Extensions

Each group is given a new problem and only five cards in total. Working as a team students can create a solution to the group problem. Each group is allowed to trade one card with another group.

As a variation of the above activity, cut blank cards, distribute them among the students and have them create their own picture cards.

Collect the newly created cards, shuffle, and pass out three cards to each student.

Using the distributed cards have each student create, write and share his/her story.

Suggested Materials

- **Problem-solving List Worksheet**
- one pack of cards per group (see page 90)
- blank set of cards (create your own)

Review and Reflection

1. The class may discuss the benefits of collaborative approaches to problem solving and creative thinking.

2. Students discuss the importance of respecting the ideas and viewpoints of others.

3. Students are given the opportunity to create their own problems to be solved by the class.

Resource

C. Johnson; S. Marks; M. Mathews; J. Pike, (1987) *Key Skills - Enterprise Skills Through Active Learning (16 - 19)*, pages 76-77.

Now Get Out of This

Problem-solving List Worksheet

Possible Problems

- rescuing a friend who has fallen through ice on a pond
- saving the world from aliens
- using 27 kg of chewing gum
- entertaining a popular music group
- escaping from a burning building
- crossing quicksand
- repairing a broken window
- building something to carry someone
- stopping a runaway snowboard
- building an overnight shelter on a mountain
- performing an act in a talent contest
- catching something to eat
- getting a message home
- buying a skateboard
- building a skateboard park

Bucket
Armchair
Rake
Balls of String
Tennis Racquet
Carrot
Giraffe
Drum
Pencil
Clock
Helicopter
Fork
Athletics
Rabbit
Umbrella
Scarf
Jug
Free Choice
??
Flashlight
Mirror
Hammer
Bowl
Sticky Tape
Scissors
Newspaper
Hose
Garment Bag
Garbage Bag
Milk Carton
Car Tire Inner Tube
Ladder
Panty Hose
Paper Cup
Tape Measure
Chocolate Bar
Laser Gun

Buy Me! Buy Me!

Teacher's Notes

Challenge (Suggested time: 1 week or five class periods)

To develop an awareness of advertising and its role in our daily lives.

Enterprise/Entrepreneurial Links

Students will

- recognize and employ advertising strategies
- use creativity and teamwork to achieve a goal
- make use of technology to advertise a product

Curriculum Connections

Students will

English Language Arts

- participate constructively in conversation, small group and whole group discussion and debate using a range of strategies that contribute to effective talk
- demonstrate facility in using a variety of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purpose
- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

(Connections can also be made to social studies, personal development and relationships, health and family life education, technology education/ industrial arts, and media technology.)

Procedure

Begin this activity with a brief discussion about the influence of advertising in their daily lives.

Have students individually watch one hour of television to gather data on advertising. Have them record the following:

- time of day
- station
- names of programs watched
- how many minutes of commercials were broadcast
- the length of each commercial
- the products or services advertised

Have the students use the following questions to analyze the information collected:

- What is the typical audience that would be watching television at that time of day (e.g., age, gender)?

Teacher's Notes

- How have the advertisers constructed ads that will appeal to the audience? Explain.
- Will the average audience be able to express comparisons from the text alone?
- What proportion of time is given to commercials as compared to programming?

In small groups have the students share and compare their analysis for similarities and differences based on some one of the earlier different times of day.

Have the students identify a product and design a commercial targeting a particular viewing audience, time of day, using one or more of the following strategies:

- conformity (join the crowd)
- celebrity testimonial
- emotional appeal
- product (buy me get the second for half price)
- comfort and enjoyment
- humour
- slogans and songs
- aesthetic appeal

In a group, have students act out their commercial while the rest of the class names the advertising technique used.

As an alternative to acting the students may create storyboards for their print advertisement.

Possible Extensions

Other media of advertising can be analysed using the criteria (e.g. newspaper, magazines).

Students can critique each other's commercial.

Suggested Materials

- video camera (optional)
- music (optional)

- Teachers may wish to develop a 10 minute video of commercials for use in the classroom or as alternative and/or a support to the one hour of television viewing outlined in the procedure.
- Teachers may wish to develop a worksheet and/or checklist for students to use in the activity.

[redacted]

[redacted]

1) [redacted]

2) [redacted]

3) [redacted]

This Really Bugs Me

Teacher's Notes

Challenge *(Suggested time: one class period)*

To identify an everyday problem and propose possible solutions.

Enterprising/Entrepreneurial Laws

Students will

- *work cooperatively to creatively develop and apply problem-solving techniques*
- *use creativity to address the needs and wants of society*
- *identify opportunities and options for applying enterprising/entrepreneurial knowledge and skills*

Curriculum Connections

Students will

English Language Arts

- *examine the ideas of others in discussion to extend their own understanding*
- *demonstrate active listening and respect for the needs, rights, and feelings of others*
- *integrate information from a variety of sources to construct and communicate meaning*

Science

- *propose alternative solutions to a given practical problem, select one, and develop a plan*
- *persist in seeking answers to difficult questions and solutions to difficult problems*
- *work collaboratively in carrying out investigations as well as generating and evaluating ideas*

(Connections can also be made to social studies, health and family life education, and personal development and relationships.)

Procedure

Facilitate a brainstorming session in which the students identify things that really "bug" them (e.g., school/community/provincial/country problems, issues, things, habits). The teacher must set parameters (e.g., no mention of personal grievances involving friends or family).

In pairs, have students select five of the things that really "bug" them and prepare their "Bug List" (see **Bugs Me Worksheet**).

Using their **Bugs Me Worksheet**, have the pairs select one "bug" from their list and generate at least five possible solutions.

Teacher's Notes

From the list of solutions, have each pair select one possible solution which they feel they can adequately develop and draw a prototype.

Have students present their bug and their solution to the class using a prepared written report.

Possible Extensions

Develop a prototype.

Patent a patent.

Have a professional critique their inventions.

Students can start a small business, or develop a business plan, if they feel their idea has commercial potential.

Suggested Materials

- Bugs Me Worksheet
- flip chart
- paper
- chalkboard
- markers
- ruler
- Bristol board(optional)

Review and Reflection

1. Through discussion the students will understand that problems can be solved through a variety of ways if they are creative and innovative in their thinking processes.

2. Students reflect on how working together cooperatively can offer various solutions to meeting the needs and/or wants of a community.

3. Students can discover how this activity has encouraged them to identify opportunities in an entrepreneurial context.

Bugs Me Worksheet

This really bugs me !

1. In pairs choose five of the brainstormed "things that really bug me" and prepare a "bug" list.

   #1 _____

   #2 _____

   #3 _____

   #4 _____

   #5 _____

2. With your partner review the five "bugs" you have selected. Explain to each other the nature of each problem. Then decide on the one you will work on together.

   Our "bug" is _____

3. List five possible solutions to your selected "bug" in number two.

_____

_____

_____

_____

_____

4. Select one of the above solutions and describe the details and process involved in your solution.

_____

_____

_____

_____

_____

5. Draft a letter to the concerned party expressing the identified problem and the suggested solution.

MAKING THINGS HAPPEN

Teacher's Notes

CHALLENGE (Suggested time: one week or five class periods)

To have the students work together in the design and implementation of an environmental audit for the school.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- recognize that opportunities can be capitalized on by identifying and responding to needs within a local environment
- work cooperatively to develop and implement strategies to set and attain goals
- recognize that presenting solutions to problems is an effective means of promoting an idea

CURRICULUM CONNECTIONS

Students will

English Language Arts

- participate constructively in conversation, small group and whole group discussion and debate using a range of strategies which contribute to effective talk
- demonstrate a commitment to crafting pieces of writing and other representations
- demonstrate awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes

Mathematics

- be aware of sampling issues and understand procedures with respect to collecting data
- develop an appreciation of statistics as a decision-making tool by formulating and solving relevant problems

(Connections can also be made to social studies, and personal development and relationships.)

PROCEDURE

Discuss as a class the purpose and the components of an environmental assessment.

As a class, brainstorm to determine different aspects of the school environment which can be evaluated during an assessment,(e.g., personal, social and/or educational areas within their physical environment).

Assign small groups to specific areas of the school for assessment and record their findings on the **Environmental Assessment Sheet**.

Teacher's Notes

Each group can conduct an environmental assessment of their chosen school-related environment to identify positive attributes as well as the needs of the specific area.

After conducting the assessment, each group can share their results with the class and create a cumulative list of the positive attributes and needs which the class has identified.

Encourage the students to develop feasible solutions which would address the identified areas of need.

Students can present their results to one or more of the following: administration, resource centre, school council, parent committee.

Possible Extension

Develop and implement a plan to meet the identified needs.

Suggested Materials

- ❒ classroom supplies
- ❒ computer (optional)
- ❒ **Environmental Assessment Sheet**

Review And Reflection

1. Through discussion students can reflect on how working together as a team is an effective means of achieving a goal .

2. Groups can discuss how gathering pertinent information is an effective means of identifying potential opportunities.

3. The students can discuss various ways of marketing their ideas so as to make the environmental audit more meaningful and the solutions more feasible.

Making Things Happen

Environmental Assessment Sheet

Select one of the following areas in your school environment and perform an audit assessing the positive aspects of the particular location as well as identifying the needs of the particular area: resource centre, library, computer lab, science lab, industrial arts lab, cafeteria, classrooms, reception area, washroom/locker room, gymnasium, sports fields, bus drop-off areas, band room, human resources, social environments, other.

Using the following framework respond appropriately depending upon the selected area.

1. Identify what you like about your area of assessment (location, user friendliness, climate conditions, size, noise level, cleanliness, air circulation).

2. Discuss or write about your area of assessment in terms of what effect it has on the school population, what type of atmosphere and attitudes are created, and why these are positive.

3. Discuss or write about aspects of your specific area that might need improvement. Be specific about what the problem is and who might address the problem.

4. Recommend possible solutions to address the needs of your identified area. Be specific in your response (e.g., how you would address the needs, the proper channels you would pursue in presenting the problems/solutions, setting a suitable time frame to address the needs, who could be involved, whether there are inexpensive solutions to the problems, and what positive spinoffs could be created by addressing these needs).

5. Provide some suggestions as to how this assessment can be used to deal positively with your areas of concern. Where do you wish this information to go?

PLAY IT AGAIN

Teacher's Notes

CHALLENGE (Suggested time: three class periods for setup with ongoing follow-up)

To experience recycling as a viable entrepreneurial venture.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- demonstrate an entrepreneurial spirit, initiative, and cooperative learning skills
- design, implement and evaluate an entrepreneurial venture
- investigate possible opportunities for the future
- identify a variety of resources and evaluate their economic value

CURRICULUM CONNECTIONS

Students will

English Language Arts

- adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- demonstrate active listening and respect for the needs, rights, and feelings of others
- use note-making to reconstruct knowledge and select effective strategies appropriate to the task

(Connections can also be made to technology education/industrial arts, health and family life education, art, business education, and public relations)

PROCEDURE

Facilitate a class discussion to identify how recycling can become a viable venture. In small groups, have the students research recycling opportunities that exist or have potential to become viable ventures.

Working in groups, using a particular theme (e.g., toys, books, sports gear, craft creations, clothing) have the students decide on an idea for a recycling venture. The students can then design their venture with the intent of showcasing and selling their products at a "Recycling Market."

Have each group present a description of their venture to the class indicating how they plan to develop and implement their ideas. (See **Student Venture Plan Framework**.)

For their venture have the students create new products from recyclable material or collect recyclable items which can be resold (e.g., prom dresses, sporting goods, books, clothing, crafts).

Teacher's Notes

Following the presentation of their venture plan, have the groups plan a recycling market to promote, showcase, and implement their ventures. Within their groups the students can share the responsibilities for the implementation of the recycling market (e.g., scheduling, planning, advertising, setup, selling, coordination).

As a class, have the students determine where the proceeds of the recycling market will be distributed.

As a wrap up to the recycling market, have each group present a report indicating the success of their venture. Included in the report can be:

- the high and low points of the venture
- what the students might do differently if they were to undertake another venture in the future
- procedures used for pricing, record-keeping, promotion, collections
- what plans the students have for the leftover items
- what the students have learned from this venture experience

The **Student Business Plan Sheets** (see pages 59 to 62) can be used as a template for a worksheet for this activity.

Suggested Materials

- ❒ recyclable materials for new creations
- ❒ products for resale
- ❒ cash box and float
- ❒ receipt book
- ❒ selling tables
- ❒ tape and tags for pricing
- ❒ *Leading Edge II* Video (school media centre)
- ❒ advertising materials (e.g., newspapers, radio)
- ❒ **Student Venture Plan Framework**

Review and Reflection

1. Students discuss ways in which various activities and people are entrepreneurial in the community.

2. The students reflect on what they have learned through this activity and how they can apply this knowledge to future opportunities.

3. The students discuss ways in which we can utilize our renewable resources to be environmentally friendly, at the same time recognizing the entrepreneurial opportunities that exist.

4. Students discuss how a creative idea is implemented. They may wish to consider ways to involve the community in a project and/or creating opportunities to share with the needy.

Plan It Again

Student Venture Plan Framework

The following simple framework is provided to assist in the development of a venture plan.

1. Clearly state the NAME of your venture. WHAT your venture will be selling, and WHO the potential customers will be. Briefly describe the general nature of the venture, the location, and any unique features.

2. Identify the entrepreneurial strengths of the partners involved in the venture, and how each contributes to the venture.

3. Clearly identify the needs your venture will be addressing and the target market you hope to attract.

4. Provide an explanation of the products or services you will be providing and how this can address the needs of the community.

5. Provide a site description which includes the choice of location, population of potential customers, proximity to suppliers, relevant services, transportation, parking, traffic flow, and visibility.

6. Identify potential expenses that will be incurred when operating your venture.

7. Identify the advertising medium to be used, frequency of use, publicity, promotional strategies and how you intend to evaluate the effectiveness of your marketing strategies.

This is Cool.

Challenge (Suggested time: three class periods)

To create and run a club or an effort to increase student awareness of the school.

Curricular/Extracurricular Links

Student will

- identify, assess, and determine how the success of their eight goals or opportunity for success
- work cooperatively to effectively plan a goal
- recognize and employ personal strengths

Curriculum Connections

Student will

English Language Arts

- ask relevant questions, collect information, clarifications, or publications and expand thoughtfully on such questions
- demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes
- use note-making to summarize knowledge and select effective strategies appropriate to the task

(Connections can also be made to social studies, and personal development and citizenship.)

Procedure

Review the concept of club as a source of resource ideas.

Through discussion and the use of media (e.g., newspapers and magazines) have the students define what a club is and identify several that may already be familiar (e.g., pep rally, Trade Me Show, Power Rather, and Science).

In small groups, have students brainstorm a list of "cool" club ideas and have the groups complete the creation of a club they might appeal to their age group.

Ask each group to select one club idea, one cause and can outline the other's explanation.

Invite the students to complete a club form for "Do, Go," or "Do and Decide" form they will cover to outline the school organization. After a set period of preparation, each group may report to the class on the popularity of their club and the success of their campaign.

[illegible]

[illegible] [illegible] [illegible] [

We Can Do This

Teacher's Notes

Challenge (Suggested time: two to three class periods)

To plan and implement a fund-raising event to meet the needs of the school/community

Enterprise/Entrepreneurial Links

Students will

- outline and develop plans to overcome obstacles involved in meeting a venture
- develop and implement strategies to set and attain goals
- identify and locate necessary resources for the benefit of a student venture

Curriculum Connections

Students will

English Language Arts

- examine the ideas of others in discussion to extend their own understanding
- ask relevant questions calling for elaboration, clarification, or qualification, and respond thoughtfully to such questions
- demonstrate active listening and respect for the needs, rights, and feelings of others

Procedure

Have the students brainstorm to identify student venture opportunities that exist within the community that could be undertaken to generate financial resources for the school and/or other organizations. Identifying target groups according to age and/or gender may help stimulate ideas (e.g., odd jobs, yard work, bottle drive, window cleaning, car washing, pet sitting, child care, grocery shopping).

Either as a class or in small groups, have the students select a venture opportunity they can plan and possibly present to the school administration or school council.

Distribute the responsibility for planning the venture among the students in the groups.

Teacher's Notes

As part of the action plan students individually or collectively can consider the following:

- How will they determine and negotiate reasonable fees?
- How will the money be managed?
- How will the venture be promoted?
- What will they use as an incentive to encourage students to contribute to their share of the responsibility?

Following the planning process have the students establish time lines.

Possible Extension

The students may present their plans to the school administration and/or school council. Their presentations may include publicity.

Suggested Materials

- art materials
- poster board

Review and Reflection

1. Students reflect on the process of creating and presenting a venture.

2. Students discuss some of the challenges encountered, lessons learned, and suggestions for improvement of the venture.

3. Students discuss what makes a venture successful.

Meet Our Entrepreneurs

Teacher's Notes

Challenge (Suggested time: two class periods)

To profile an entrepreneur in your community, region or province.

Enterprise/Entrepreneurial Links

Students will

- develop an understanding of the skills, attitudes, and attributes of entrepreneurs
- demonstrate information gathering skills to acquire pertinent information
- learn how to use information technology more effectively by networking and creating a web page

Curriculum Connections

Students will

English Language Arts

- ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- articulate, advocate and support points of view, presenting viewpoints in a convincing manner
- use note-making to reconstruct knowledge and select effective strategies appropriate to the task

(Connections can also be made to social studies, and personal development and relationships.)

Procedure

Discuss and review proper etiquette for conducting an interview.

In pairs, have the students generate a list of entrepreneurs in their community, region or province, and select one entrepreneur from their list whom they would like to interview and profile.

Using the attached **Meet Our Entrepreneurs Interview Sheet**, as well as any questions of their own, have the students conduct and record their interview.

Using their gathered information, have students create a profile of the entrepreneur that they have identified. Students may report their findings in a written report, videotape or audio cassette.

Have students share their profiles with the class and identify the skills, attitudes and attributes of entrepreneurs.

Teacher's Notes

Possible Extensions

Have students brainstorm ways in which they can share their profiles with their local community.

Students create their own interview sheet.

Students create a web page to profile entrepreneurs.

With permission, this profile can then be put on the internet with any appropriate pictures to accompany the profile or it can be posted in the community.

Suggested Materials

- ❒ **Meet Our Entrepreneurs Interview Sheet**
- ❒ computer with access to the internet (optional)
- ❒ scanner (optional)

Review and Reflection

1. Students discuss the importance of sharing information and meeting people with similar interests and ideas.

2. In small groups of three or four, utilizing the information they collected from their interviews, students address the following questions.

   - What challenges did you encounter when performing this activity?
   - What skills and attitudes did you recognize as indicative of an entrepreneur?
   - What examples can you provide which are indicative of an entrepreneurial spirit?
   - As a group, how would you define an entrepreneur?

Meet Our Entrepreneurs

Interview Sheet

Name: _____

Place of Work: _____

Occupation: _____

1. What is the nature of your business and how did it originate for you?

_____

_____

_____

2. What challenges do you encounter through your work as an entrepreneur?

_____

_____

_____

3. What skills, attitudes, and/or values are required to overcome challenges and attain success as an entrepreneur?

_____

_____

_____

4. What provides the ongoing motivation for you as an entrepreneur?

_____

_____

_____

5. How would you define the expression, "entrepreneurial spirit?" What do you think is its link to entrepreneurship?

_____

_____

6. If you were asked to create a "recipe for entrepreneurial success," what would you include as some of the ingredients?

7. If you could provide students interested in creating a venture with the benefit of your experience, what guidance would you like to offer them?

8. If you could change any part of your experience as an entrepreneur, what might that be?

TOOLS FOR SUCCESS

Teacher's Notes

CHALLENGE (Suggested time: one class period)

To have students discover some of the qualities and skills required to develop an entrepreneurial spirit and become aware of the need to be responsible citizens.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- identify various skills and attitudes of a person with an entrepreneurial spirit
- identify opportunities and options for applying enterprise/entrepreneurial knowledge and skills
- practise effective communication skills by utilizing appropriate language

CURRICULUM CONNECTIONS

Students will

English Language Arts

- listen critically to assess the adequacy of the evidence speakers give and to evaluate the integrity of information presented
- examine the ideas of others in discussion to extend their own understanding
- participate constructively in conversation, small group and whole group discussion and debate using a range of strategies that contribute to effective talk

(Connections can also be made to social studies, personal development and relationships, and health and family life education.)

PROCEDURE

In small groups have the students provide a group definition of "success."

Discuss with the class the skills and attitudes that an individual needs to nurture and develop in preparation for gratification and success during their lifetime.

After reading the poem, "The Road Not Taken", and utilizing the guiding questions, have the students discuss how this poem reflects the attitudes and qualities of someone with an entrepreneurial spirit. Teachers may choose to use a personal selection of poems or songs and develop applicable guiding questions.

Teacher's Notes

Review and Reflection

Sample Guiding Questions

"The Road Not Taken"

1. What type of person might you expect to take the well travelled road? What type of person might you expect to take the less travelled road?

2. What are the advantages of taking the road less travelled? What might be some of the challenges you would encounter?

3. What message does this poem provide for people who have ideas they would like to explore?

4. What skills and/or qualities do you think that a person who took the "road less travelled" would demonstrate and develop?

5. In your opinion, which road would someone with an "enterprising spirit" take? Explain.

Possible Extensions

The students can create and write their own poem and/or song and consider creating a collection of the final products to be marketed.

The students can write a word search or create a crossword puzzle based on the characteristics they have learned about entrepreneurs from this poem.

Copied with permission from: Bob Cameron and JoAnne Cameron, *Prism of Poetry, Pathways to Writing*, Scarborough, Ontario, Prentice-Hall Canada, 1995.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference.

Robert Frost

The Biz Word Challenge

Teacher's Notes

Challenge (Suggested time: 20 to 30 minutes)

To complete a crossword puzzle to review key enterprise/entrepreneurial terms.

Enterprise/Entrepreneurial Links

Students will

- develop and employ independent learning skills
- review key enterprise/entrepreneurial terms
- recognize and understand appropriate language to communicate ideas
- recognize the importance of effective communication in client/customer service

Curriculum Connections

Students will

English Language Arts

- use a range of strategies in writing and other ways of representing to
  - describe and evaluate their learning processes and strategies
  - reflect on their growth as language learners and users
- demonstrate an awareness of the effect of context on writing and other forms of representing
  - make appropriate choices of form, style and content for specific audiences and purposes

Procedure

Distribute copies of **The Biz Word Challenge** to each student. Have students complete **The Biz Word Challenge**.

Students can then do completed crossword as a class.

Possible Extensions

Students develop their own crossword/word search puzzle.

Students scan through various business magazines to give more complete definitions for the terms and discuss how they could be applied to a business venture.

Students conduct computer/library research to find business articles that use these terms.

Suggested Materials

- copies of **The Biz Word Challenge**
- dictionary

Teacher's Notes

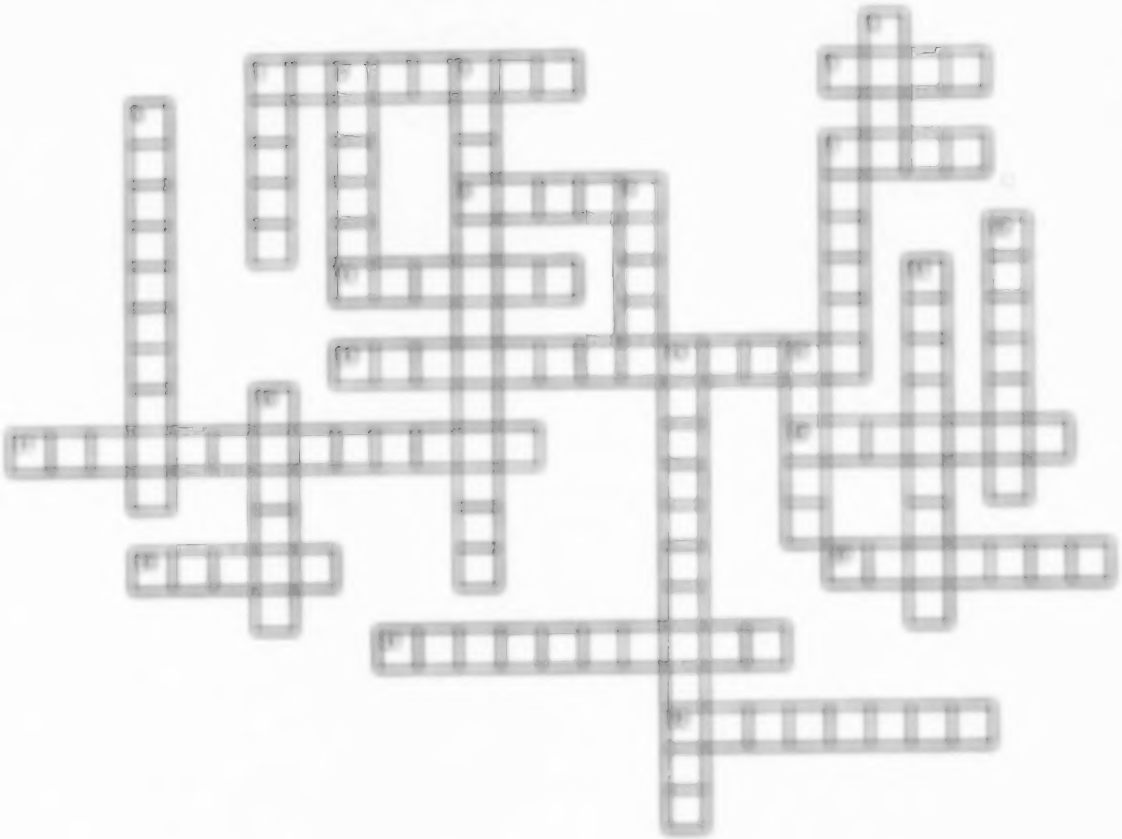
Review and Reflection

1. Students determine how the actions helped them to communicate in an entrepreneurial context.

2. Students consider when they can apply the entrepreneurial/entrepreneurial knowledge.

Economy Crossword Puzzle

The Big Word Challenge



Across

1. an exchange that offers a product or service
4. place of business (two words)
7. a list of expenses in order of importance
8. saving money
11. number of goods available to buy
14. an investor's ability
17. business opportunities
18. a unit of study/business
19. cash
20. a business undertaking
21. expensive - living experience
22. what the bank pays for money deposited

Down

1. financial institution
2. dollars
3. investment
5. a desired outcome
6. something rare or different
7. a saving plan
9. exchanging goods for money
10. achieving business goals
12. promoting a product or service
13. keeping a record of profit
15. bank checking debits
16. allowance

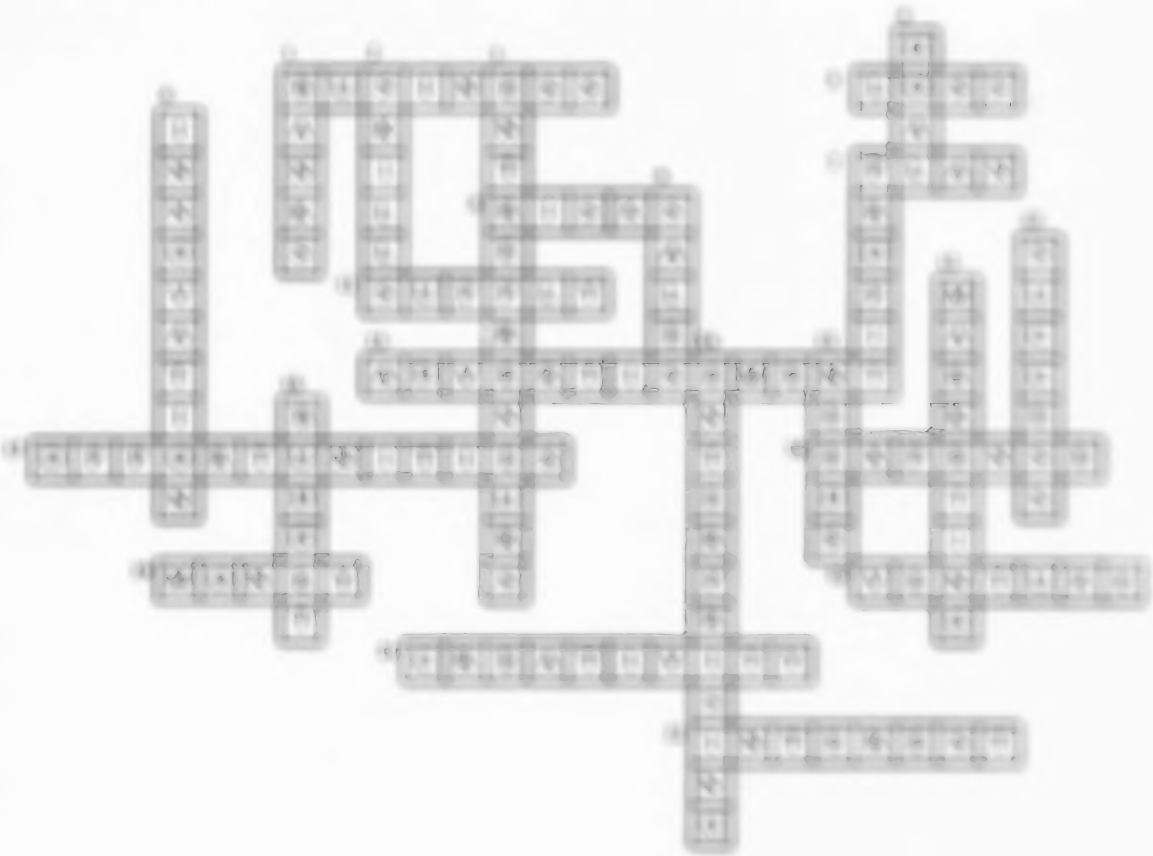
Word Bank

bank, expense, owners, investment, marketing, entrepreneur, rate, advertisement, budget, tax, income, interest, able, investor, entrepreneurship, skills, currency, supply, profit, funds, opportunities, goals, goal, money, plan, marketing, business

Solution Crossword Puzzle

The Big Word Challenge

Answer Key



Across

1. as compared to • big • office • product • to serve
2. office • human • race • room
3. • his • it • not • and • to • where • you
4. eating • finance
5. mobile • it could • available • to buy
6. as • process • edible
7. business • publishing
8. a • not • it • long • business
9. will
10. • business • with • eating
11. expensive • living • equipment
12. after • by • fast • gas • to • source • supervise

Down

1. financial • consumer
2. address
3. accurate
4. • blood • income
5. • working • not • to • efficient
6. • online • pay
7. • birthday • cash • to • source
8. • after • big • business • cash
9. • process • a • mobile • to • serve
10. • processing • • internet • to • pay
11. fuel • working • tablet
12. efficient